

VOLUME IX

The

NUMBER 4

# A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI



DECEMBER 1928



## Organization Unlocks the Door to Progress

"I HAVE always felt that farmers should have an organization, not to exploit, but to avoid exploitation; not to dictate terms but to *bargain* for the best possible terms; an organization—whether they believed it or not—for defence and for legitimate aggression, an organization in order that every organized group could be called into conference. How can you consult with a mob? You cannot bring 50,000 people into conference, but you can bring representatives if they are organized.

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*From an address delivered to the Manitoba Teachers' Federation by*

*Honorable R. A. Hoey,  
Minister of Education*

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# The A.T.A. Magazine



*Magistri Neque Servi*

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

VOL. IX.

EDMONTON, DECEMBER, 1928

No. 4

## The Why of Education

A. E. OTTEWELL, M.A., Registrar, University of Alberta

EDUCATIONISTS today are on the defensive: budgets for school purposes are growing by leaps and bounds; buildings and equipment become more expensive year by year; teachers are demanding higher salaries; courses of study are growing more complex and exacting; the man in the street is questioning the soundness of our programme and asking: "What is the goal?" This awakening interest is a hopeful and healthy sign, provided we can give an adequate reason for our faith in education.

Space forbids any lengthy discussion of a question on which whole libraries have been written: only a few vital considerations can be mentioned. It is proposed here, to mention but three headings for brief elaboration. Firstly, *education is necessary to promote greater economic efficiency*. From the dawn of history a premium has been placed on efficiency. The man who excelled in any line of endeavor reaped rewards greater than those of his less expert fellows. He was and is sought out, imitated and envied. And sooner or later, it has been seen that such a man has something to contribute to the welfare of society. As the social experiments of history have unfolded and the idea of the responsibility of society for individual welfare has grown, views have changed regarding the value of such productive skill. At first, individualism ruled men's thinking; now socialism—not in its narrow meaning as being an economic or political creed—dominates our thought. No man can in any sense live by or for himself alone: that which benefits the individual benefits society, and society needs to capitalize the individual. Race experience has created a body of technical knowledge embodied in libraries, workshops and social institutions of all kinds. Tastes have been acquired for a more elaborate and expensive scale of living; greater production is needed to maintain that scale and all must be trained efficiently to play their part. Education of a more or less formal nature is our answer to the demand for increased productivity. It does not seem to matter what name the social or economic system bears, greater efficiency in production must spell greater comfort in living. Except for narrowly privileged groups which are due to disappear in the near future, we can not use that which we do not make. Does education meet the case? A very casual summary of the conquests of the last one hundred years shows that a machine-served industrial system has solved, to a surprising extent, the problem of meeting physical needs. Even a poor man

of today lives in a state of comfort secured by very few, if any, but a few generations ago. Why is this? Because by wide-spread education led by scientific thinkers in all fields, the average man has been enabled to produce from twenty to one hundred times as much as he was able to produce a century or so ago. And unless our progress is to be checked, a commensurate portion of the fruits of education must be reinvested in it to ensure continued economic efficiency.

But of course there is little use living or making a living unless life be made worth while. *It must yield us personal enjoyment or it is not worth the effort to survive.* And whence comes the greatest pleasure for a human being? Surely in the use of his peculiarly human qualities of mind. So long as we think of our physical needs alone, we are on the same level as the other animals; but when we consider this second point, we step into an area peculiar to humanity. So far as we definitely know, animals, other than man, have little or no sense of relations: when immediate needs are met the future holds no terrors. Man alone looks back into the past, relates it to the present and draws conclusions from which he projects into the future: consequently he is much concerned with the why and wherefore of things. His mind is a never ceasing interrogative. The effect of this curiosity, at first, was to make him a prey to fear. Man alone experiences that greatest of all terrors, the fear of the unknown. In his early efforts at explanation he peopled the universe with countless spiritual beings, many of them inimical to his welfare and happiness. In our present day religions are many anachronistic survivals of early religions which were concerned chiefly with driving bargains with mysterious personified forces. The imagination is staggered when we try to recreate the fear haunted world of primitive man: the forces of Nature struck terror to his heart; lightning was the weapon of an offended Deity; all unusual happenings were regarded as direct interferences of active highly specializing spiritual beings. From this it followed naturally that crop failure, famine, pestilence and misfortunes of all sorts were punishments for offences, of sins of omission and commission wilfully or ignorantly committed. In time, a cult of medicine men, exorcists or priests grew up who held the uninitiated in fear.

Such a state of affairs continued everywhere until recently, and prevails yet in primitive communities. But with the growth of scientific know-



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ledge, ignorant superstition was forced back by degrees until today, in so-called civilized countries of the western world, at least, a radical change has taken place. Nature's forces are no longer objects of dread and mystery, but are regarded as man's servants—even his playthings. We ride the air, sail the sea, harness the lightning and hold many diseases in strict control; we have wrested from niggardly Nature many of her secrets, so that always there are local surpluses to meet local deficiencies elsewhere. By swift communication and transportation, needs are known and met almost in advance of their occurrence. This is not implying that all is known as, indeed, may ever be known about the world we live in, but, at least, the barriers to inquiry are down. So the age-old fear of the unknown has been conquered, to a large extent at least, and we hesitate not to assert that this liberation is the result of education. Surely then we may claim that in yielding personal satisfaction, in enabling us to feel at home and happy—much happier than our ancestors knew how to be—education must be given first place.

But early in human history another very difficult problem presented itself. It was not long before the helplessness of the individual, as such, was apparent. The necessity for co-operation in attack and defence, whether against animals or men led to the crude beginnings of what we call society. As time went on, ethical and moral questions arose and the most pressing need was seen to be the achievement of social justice. To a large measure within limited areas this has been accomplished. Most of us have been born and have lived our lives under well ordered social conditions. We no longer need to defend life, property and family by our individual prowess. The manner in which we leave millions of dollars worth of motor cars lying about to tempt the thief is an example in point. Why are we able to do this? Because by organization the burden of the individual has been laid upon society as a whole, and an offender knows that if he breaks the accepted code, if need be, all the might of the social order may be exerted to enforce its decrees. Recent years have seen many changes in point of view. In more advanced communities punishments are regarded as corrective rather than penal, humane scientific treatment for mental defectives is used and, in general, preventive action is stressed as far as possible. There are still large areas however, where the old rule of force still prevails. While within the bounds of countries the individual relies upon society to protect him in the international field, force remains yet the final arbiter. We are only ten years removed from the most destructive war in history, and there are signs of a possible recurrence of this catastrophe. The hope for the future lies in wiser education: history must be recast; economics must be carefully re-edited; the humanistic note in all teaching must be sounded more clearly. All this must be done to the end that better understanding may result which can come only from closer acquaintance. And so far as society goes, such a programme can only be carried out by organized effort. This means a system of education liberally provided for in a financial way, staffed by the most rigidly selected and carefully trained teachers. Here we, who stand for the best possible in

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# The High School of Today—What We Expect of it, and What We Get

ELMER E. LUCK, M.A.

THE tired business man, disillusioned and disgruntled, raises hands and voice to high heaven as he asks, "What is the matter with our high schools anyway?" For years he has been hiring a succession of students with grade eleven or even grade twelve standing, only to find that few, if any of them, measure up to what he considers a fair standard of attainment. He complains bitterly that they cannot spell correctly—cannot figure accurately—cannot follow simple instructions—cannot keep their mind on their work or even give evidence of any special desire to make good—cannot, in a word, do anything that he has a right to expect of them. And he is certain that he can indicate just where the trouble lies: "Too many frills nowadays, and not enough honest-to-goodness hard work. When I went to school," he will tell you, "we had none of these literary societies, debating societies, skating clubs, conversats, folk dances, class dances, class reunions and goodness knows what else! In my day we used to—" and here he indulges in prolix reminiscences of those glorious bygone days when men were men even at the age of fifteen and loved—oh how they loved—the most strenuous and most protracted mental effort. Social pleasures, with the one possible exception of Epworth League on Monday nights, were ruthlessly put aside; their sturdy young manhood allowed nothing to interfere with their triumphant advance to achievement. "But nowadays—just look at them!"

Yes, look at them. There is a real point to the accusation which cannot be lightly dismissed. The business man errs only in placing the responsibility primarily on the school instead of on the home. He sees the past through rose-colored spectacles and overlooks the fact that today's society is vastly different from that of 1900. Today we see everywhere a less unified family life, less contact with parents and a lessened responsibility on the part of children. Where is now the homelife that was then the normal experience of every boy when he had regular chores to keep him busy before and after school, and when, after supper the evening lamp was lit and the family stayed contentedly at home, father reading the *Toronto Globe*, mother darning stockings (not silk) and Helen and Jim doing their homework on opposite sides of the dining-room table? The crux of the whole problem today lies in the fact that the school in the majority of cases is no longer helped by the home but actually has to combat a multiplicity of adverse outside influences. The school has the child five hours a day for two hundred teaching days in the year—one thousand school hours out of six thousand waking hours. One hour of school followed by five hours of unfavorable outside influences. The specific task of the school is to give instruction in the various subjects; but how can the student be expected to apply himself when the necessary character forming home influences are lacking? How can accuracy be expected of the boy whose careless slovenly habits are tolerated at home—or industry of the boy who never has any set tasks to do at home and is allowed to decide for himself how he will spend his evenings? It is unlikely that the parents will be home anyway. The high school registers show of late years a startlingly large proportion of Vladimirs, Ivans, Sonieas, Pierres and Oles; how can the teaching of correct English for one hour in the school offset successfully for the succeeding five hours the influence of incorrect or broken English?

In one respect the business man's accusation has a parallel in the case of the sick man and the doctor, the former knows only that something is seriously wrong in the southeast corner of his torso—the latter puts his finger and his scalpel on the exact spot where the trouble lies. But, unlike the surgeon, the doctor of Education has no authority to perform even a necessary minor operation; he is venturesome indeed who dares to point out the deep-seated causes and the urgently needed remedies for the ills of our educational system. Let a patient dictate to the surgeon as to diagnosis and treatment, and he is regarded as impudently presumptuous; yet every citizen knows exactly what is wrong with education and what should be done about it. "Who pays the piper," he argues, "has assuredly the right to call the tune." And in the last decade we have been dancing to a bewildering array of ill-assorted tunes.

The would-be reformer asserts emphatically that all Education needs is a return to the standards and practices of thirty years ago—not realizing that society has changed profoundly in the last few decades. As citizens we have now more intricate problems of community life, of national government and of international relationships; as workers we have far more complex economic conditions to face—conditions which, because of their demand for responsibility and high specialization, exclude the immature untrained boy and compel him to continue at school for some years longer; and as independent personalities we now have far more leisure—a leisure fraught with perilous possibilities if there has been no training for its worthy use and enjoyment.

The whole situation is summed up in the statement recently made by President Wallace of Alberta University: "The new viewpoint in Education is to fit men and women for life; and it is to meet the changing needs of the modern world that we must model our school curriculum." The old, narrow ideal of education as a preparation solely for earning a livelihood is today supplanted by the broader conception of a school programme which will fit the boy and girl for actual life: a training in the fundamental laws of health, without which all the rest becomes meaningless; a training for vocation, which, next to health, is indispensable; a training for citizenship and efficient homelife; and a training for worthy use of leisure time. With the partial breaking down of home unity, the onus of responsibility for all these is being placed more and more on the school.

The most serious problem confronting the earnest educator today is one of financing the intricate machinery necessitated by the more elaborate programme. For example, the present curriculum, offering as it does a wide range of options to suit the individual needs and inclinations of students, requires a larger teaching staff to make it effective. But the school board, with a definite mandate from the taxpayers to keep down expenses, insists that the sum formerly appropriated and regarded as sufficient, must on no account be exceeded now in any adjustment to fit new conditions. The public complains of the overstuffed curriculum—the teacher of the understaffed school. There can be no turning back to old standards; yet the new viewpoint can never find satisfactory expression until the public too catches the larger vision of a more complete education which will fit for life in its fullest sense. Today we have at best but a compromise between the old narrow conceptions and the new broad ideals; and

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## Sweeping Rural School Changes

AT that last session of the legislature the minister of education forecast the introduction of a completely new scheme of administration for rural schools. Last week he announced that a revision of the act was in course of preparation and at several gatherings he has given his ideas as to the form that it should take. The changes contemplated are of a drastic nature and Mr. Baker has acted wisely in outlining them well in advance of the meeting of the house, so that they may be discussed and the public reaction obtained.

The act has not been overhauled since the territorial days on any extensive scale and the minister believes that conditions have so much altered in the meanwhile that it must be brought into accordance with these. He plans to form groups of rural districts. The number to be included in these is tentatively put at one hundred and fifty. This would give about twenty such divisions in the province, the ratepayers of which would elect a divisional board. Each would have a superintendent, who would advise it in engaging and placing the teachers.

There has been some confusion as to where the responsibility of raising the money will rest. Mr. Baker was reported to have said at Red Deer that educational taxation would be "put in the hands of the government who would set a fixed mill rate for the province." But on Saturday he corrected this. The divisional boards, he informed the Journal, would impose whatever taxation may be found necessary and the government had no intention of taking local control out of the hands of the people.

But at Vegreville, according to the Observer's report of his address there, he submitted the idea of having all the rural parts of the province formed into one taxing area, and of setting up a general board, in addition to the divisional and local ones, which would establish a common rate for teachers' salaries. That newspaper assumed that he favored this plan, as he pointed out the advantages to be derived from it. These were the equalization of the educational burden, the assuring of a salary schedule for all districts, a more regular and even advance for education generally and the fact that the central board would be in a strong financial position and not embarrassed by seasonal crop failures in particular localities.

Stress has been laid by the minister on the necessity of making the teacher's calling more attractive.

"Our rural schools," he declared at Vegreville, "compare favorably with those elsewhere, but everyone familiar with the subject knows that there is something lacking. Our rural teachers, in the main, are young and comparatively inexperienced. They are constantly changing from one school to another. Some drop out of the profession and have to be replaced by others. There is a heavy turnover each year. Low pay, slow pay and uncertain pay militate against the profession."

It is obvious that under the proposed new order, whether the smaller or the larger scheme were adopted, the local boards would be shorn of a large part of their powers. When it comes to placing teachers and providing for supervision, the independent districts, according to Mr. Baker, "are not in a position to bring the

degree of intelligence to bear which ought to be brought to bear." But many of those comprising them are apt to think differently.

When the minister's ideas were first advanced, the Manitoba Free Press, speaking from the experience of that province with the working out of policies of consolidation, stated that he would not find the chief difficulty besetting his plan that of taxation, as he apparently believed.

"If the trustees of rural Alberta," it declared, "are of like calibre with those of this province, he has before him a task of some magnitude in winning consent to his plan of concentration of authority which logically follows concentration of support."

The editor of the Vegreville Observer has given close attention to school problems and has urged frequently the need of changes in rural administration. But he is sceptical of the wisdom of retaining the rural boards, especially after all their teeth are pulled.

"The delight in being a school trustee," he writes, "will be diminished a whole lot when one finds that after election to that elevated office, he is only a sort of glorified caretaker. Heretofore the Observer has expressed the opinion that the rural school board should be abolished, root and branch, and municipal school boards substituted therefor. We still adhere to that opinion and only wish that we could convince the minister that it would be an improvement on his plan."

The department and its head are at least to be commended for grappling with a problem that demands an early solution. There is much force in the Observer's argument in favor of the abolition of the local districts. Is it not inevitable that this will come in time, if the concentration to be effected is found to work out satisfactorily? Would it therefore not be well to abolish the local districts at once? The difficulties to be encountered would probably be lessened if the government decided to do so and gave full control to the divisional boards.

The taxing power should be left with them, as the minister now makes it clear is the intention. In spite of the advantages that he enumerated of having it in the hands of a central board, this would be too great a departure from the principles of local self-government.

—(Edmonton Journal.)

### TEACHERS KINDLY NOTE

Edmonton, October 31, 1928.

Dear Mr. Barnett,

Our supply of the Course of Studies for the Elementary School is about exhausted. We plan to reprint this early in the new year. It is not the intention of the Department to revise the course in any way at this time. We should be very glad, however, to receive suggestions from yourself and the members of your organization as to any changes in editing or arrangement which might make the book more usable. If you could insert a paragraph to this effect in the next issue of your magazine we might get some valuable suggestions as a result of the experience of those using the Course of Studies.

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## Old Worth

WM. CAMERON, M.A.

WHEN the fates become unkind; when unaccountably things go wrong; when new ideas refuse to appear—then one faces a parlous situation.

Such, a description of the present position of Education. Something is wrong; no form of improvement in sight. Hard and continuous mental gymnastics on the part of teacher and pupil has failed to bring about the expected relief. Physical effort has attained no greater success. Dalton plans, among others, have also had their day without originating any new or striking development. Now research work has become fashionable and discloses a seeming terrible weakness in pedagogic methods. But research work requires time,—time and effort to spend not usefully, as with science, in an endeavor to initiate progress; but time to waste extravagantly in a more intensive apologetic attempt to bolster up and protect ancient forms.

Meanwhile to allay immediate opposition, investigators lay great emphasis upon the individual element and old worth, stressing the opinion that if the former returns to school and the latter continues there, the combination will inevitably restore chaotic conditions to normalcy. Without directly saying so, they mean that the united practice of these two ancient virtues will once more reduce the school to a state of equilibrium—that impossible phantasy of the novelist where all is joy and bliss, where life's struggles end in perfect peace. On the contrary life itself consists of a series of contradictions, a synthesis, a disintegration followed again by a building up. When these contradictions cease life also ends. Death is a cessation of struggle between opposites. And this is true also of school. To exist progressively means to foster contradiction.

Because it only knows one phase of this struggle, Education hurls its verbal anathemas against those whom in its great scorn and righteous indignation, it calls radicals. If the object of members of this despised group consisted in destruction alone then their culpability transcends censure. When however their aim is not wanton destruction but a re-creation on a higher plane; when they understand the successive contradictions of physical and social life, their action appears not only eminently praiseworthy but also highly constructive and continuously progressive; whereas the conservative element in its ignorance forms the destroying angel of physical and spiritual life. Its vision is confined to the well-worn but narrow traditional rut so long and intuitively followed. And because of this deep depression it fails to visualize a fair world beyond, a new understanding leading to a fuller, a freer and a nobler life.

Thus conservatism or individualism, although a relic of barbarism, has never forsaken the school. It is as rampant there as ever. If previously it had any merit, surely that merit still exists. So tradition argues. Yet notwithstanding its presence, results prove unsatisfactory. Which indicates that individualism, instead of being as formerly a help to social progress has now in turn become a hindrance. But "lest one good custom should corrupt the world, God fulfills himself in many ways." Why not Educational creators?

Again there exists the bogey of *Old Worth*. Education fondly uses this phrase as a toy to play with, not apprehending its true meaning. It confuses the concept, old worth, with its concrete manifestations. The generalization is simply a mental classification

embracing under one idea all things of value or worth to humanity. Being a theoretical expression, worth possesses only a mental existence; it has no objective reality. Yet it can express itself only in external things. Although the abstraction remains fairly permanent in content, it nevertheless changes rapidly in form, manifesting itself even in diverse appearances throughout successively differing social phases. Slavery in long past ages came under the category, old worth; serfdom at a later period displaced slavery which then lost its dominant worth. Likewise, today, "free" labor superseded serfdom and again the older form has lost its social value. As human society progresses the concrete manifestations of old worth give way to successive contradictory forms. We state this fact more particularly in saying that a stone knife possesses no social value in an environment of modern steel tools; or that individualism cannot function as a useful institution in a social community.

The Spartans believed that practice in the art of stealing provided a splendid physical and mental training; the present generation puts greater faith in honesty. Theft does not suit a society based on individual ownership; honesty does. Theft and honesty are different and contradictory forms of worth corresponding to definite stages of human development. So are slavery, serfdom and "free" labor. These concrete forms disappear when their values deteriorate and new forms of worth adapted to certain productive stages take their place. These new forms exist only temporarily and yet exist continuously in their successive manifestations, each in its turn being new, varied and existing for the first time. As a consequence the things containing present worth appear only now and have no worth values at any future period; the things constituting old worth have passed away in their worthlessness—never to return.

Now worth—new or old—has no objective value. It is a description of the utility of things. Value, like truth, is contained only in external realities classified as worthy. These objective forms exist prior to mental classification and form the basis of the concept—and not *vice versa*. So the mere fact of including things in the class, old worth does not necessarily put them in the class, present worth. A primitive man for instance was an old worth (concept), but at the same time it would be ridiculous to preserve this concrete form of worth and make of him a dynamic force in present day affairs. Cotton cloth (concept) is also an old worth but it would seem equally nonsensical to make a concrete piece of this cloth that had performed a utility one hundred years ago, into articles serviceable for the immediate requirements of mankind. The same holds good for Education.

Old worth is spiritual and unable to perform work either good or bad. Only the concrete things useful for human service contain worth. And these things do not contain use-values because they are called worthy; they are valued because of their useful nature. Education, however, still thinks that to call a thing useful is to make it useful and by the same token the hoarier its age, the more serviceable it becomes. Surely the time has arrived when it will prove more economical to discontinue all these old metaphysical arguments, discard the suggestions for retaining old use-values and treat the present at its face-value. Education will then enter upon a new era.

To the dual nature of our language we can attribute this mental confusion. The present ambiguity arises from lack of sufficient discrimination between a generalization and the object classified. *Man* for instance connotes a class as well as an individual. In commonly

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used simple words the distinction is clearly evident; but with phrases such as *old worth* much misunderstanding arises from inability to analyse words and to determine their specific limitations. No protest would be forthcoming, did this error occur in the expression of an ordinary layman but when cultured intellectuals, contrary to the basic principles of logic and education, try to befuddle the multitude with such primitive and worthless argument, less harm may follow if attention is drawn to the matter at once.

Vain it would be to resurrect the old worth—to displace mass production by slow, extravagant, individual methods of work. Equally vain to introduce measures for the further retention in school of the purely individual element. Individualism in schools, as in production, has changed its content to mean on the part of the pupil, selective and intensive effort directed to a unitary social purpose—as opposed to diffuse and extensive work. If the school performs—as it must—its duty to the productive process, it will also follow the methods of that process in discarding individualism and worthless “*ancient worth*.”

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## ALIX CONVENTION

The Third Convention of the Northern Division of the Trochu Inspectorate was held in the Legion Hall, Alix, on November 8th and 9th, with thirty-two teachers present and Mrs. M. H. Roper in the chair. Mr. J. F. Baugh acted as secretary.

Following the invocation by Mr. Wallace, of Alix, the teachers were formally welcomed to the town by Mayor Mackie and Mr. Pettit of the Alix School Board. In noting the progress made by the teaching profession Mr. Mackie mentioned that his mother started teaching in 1864 with a salary of \$50 a year, while at the present a teacher in the same community would receive \$1,100.

Mr. Meadows, of Carroll, gave a very interesting paper on “Grade VII and VIII Arithmetic.” This was followed by an illustrated talk on “Teaching Algebra to Grade IX,” by Miss Geneva Brown, of Alix.

Mr. Harman, the representative of the Alberta Teachers' Alliance, outlined the work of that organization and showed how necessary it is that each teacher give it support.

“Organized Sports and Athletics in the School,” was the subject of a very interesting address, by Mr. Baugh of Mirror. Mr. West, of Bashaw, discussed “General Science for Grade IX” and spoke particularly of the apparatus available to rural teachers. Miss Jean McKechnie, of Ripley, dealt in a very entertaining way with the subject “The Rural School and the Community.” Miss McKechnie made special mention of her Junior Red Cross organization and showed how it may be a connecting link between school and home.

Interesting and instructive papers were given also by Mr. K. Stewart, of Mirror, on “Methods in History”; by Mrs. Bolch, of Waterglen, on “The School and its Surroundings”; and by Miss Whealen, of Mirror, on “Public School Art.” Miss Whealen's descriptions of her methods and her illustrations were of especial interest to all art teachers.

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Thursday evening the teachers were entertained at a dance given in their honor by the teachers of the Alix school.

The Friday morning session started with a business meeting. The following officers were elected: Hon. Perrin Baker, Inspector McLean, Hon. Presidents; Mr. J. F. Baugh, President; Mr. West, Vice-President; Miss Geneva Brown, Secretary-Treasurer.

It was decided to hold the next Convention in Mirror.

Several resolutions were brought before the Convention. The first one, which was spoken to by Mrs. M. H. Roper, asked that all those selections in the literature prescribed for use in the public and high schools, which idealize and glorify war be deleted from the texts, and selections which emphasize the valor and patriotism of peace be inserted in their stead.

Miss McKechnie spoke to the second resolution which stated that the Readers now prescribed for use in the public schools are too difficult from the standpoint of mechanics of reading, and in most cases beyond the comprehension of the child for whose grade they are intended, and asked that when the term of contract for the readers has expired that it be not renewed.

Other resolutions condemned as unsuitable for school texts the Grade VIII History and Grade IX General Science. Still another commended the Department of Education for the excellent text books furnished for both Grade VIII and High School Agriculture.

Inspector Gibson, of Red Deer, gave a very instructive address on "Supervision," and in discussing the Inspector's report showed how the teacher is rated and gave some splendid advice on self-improvement.

Miss Bolch, of Bashaw, gave some practical hints on teaching grammar which she had found very satisfactory.

The concluding address was given by Inspector McLean, who spoke on the three longer poems in Grade IX Literature. Mr. McLean had a very appreciative audience.

The Convention was brought to a close with a banquet given by the town in honor of the visiting teachers.

## Obituary

**RALPH EDWIN HOWE, B.A., LL.D.**

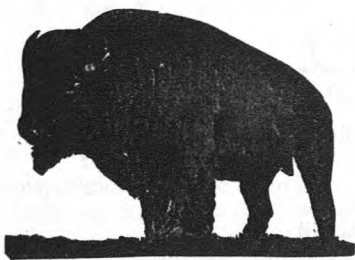
President C.T.F. 1925-26

Word of the death of Dr. R. E. Howe has just reached us. Dr. Howe had a long and distinguished educational record. Educated at Bishop's College, Lennoxville, of which he was always a loyal and dutiful alumnus, he joined the staff of the old Westmount Academy in 1899 and taught there for many years. When the present Westmount High School, Quebec City, was erected he became the first Principal in the re-organized school. In this capacity he served until a year ago, when, owing to failing health, he was given a year's leave of absence. Throughout the year he has tried to recover strength and with that purpose in view, went to Bermuda. But the change was ineffective and he died at Hamilton, on September 14th.

Dr. Howe was not only a teacher but also an educationist, with the wide interests which that term connotes. He was interested in educational policies and plans affecting the welfare of young people and teachers. He was very active in furthering the interests of his chosen profession and has occupied the highest offices in the gift of his associates. He was President of the Provincial Association of Protestant Teachers of Quebec in 1923-24 and of the Canadian Teachers' Federation, 1925-26. He also ably edited the Teachers' Magazine from 1921-1923.

In 1926 he received the degree of LL.D., *honoris causa*, from Acadia University, Wolfville, N.S.

The entire membership of the Provincial Association of Protestant Teachers and the teaching profession throughout Canada have received the news with deep regret.



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## Local News

### GRANDE PRAIRIE

On the 27th of October last, the teachers of Grande Prairie met and organized a Local Alliance. Regular monthly meetings will be held at the Grande Prairie school on the second Saturday of the month, at 2.30 p.m. All teachers in the district are cordially invited.

The Executive is as follows:

President—D. J. W. Oke, Grande Prairie.

Vice-Pres.—Miss L. Blades, Grande Prairie.

Sec.-Treas.—Mrs. E. Storm, Grande Prairie.

Press Secretary—E. Richards of Rio Grande.

### MONITOR

The teachers of Monitor and district have also organized a Local. Mr. Alfred Aldridge, Monitor, is President; Geo. L. Merritt, Monitor, Vice-President; and Miss Grace Hudson, Monitor, Secretary-Treasurer.

The teachers of Neutral Hills, Ione, Minor and Creek Valley School Districts are also members of this Local. Any other teachers in the vicinity are requested to affiliate themselves with this Local at any time.

### CARDSTON

Cardston Local held its re-organization meeting recently, the following officers being elected:

N. E. Tanner, President; W. Brooks, Vice-President; H. P. Thoreson, Corresponding Secretary. The Local is off to a good start.

### CALGARY

A meeting of the Central Conference Committee of the three Calgary Locals of the A.T.A. was held in Central Public School on Thursday, November 15th, at 4.30. Those present were Misses Robertson, Porter, and Alford and Messrs. Cromie, Lunn and Sinclair. The president presided.

The matter of research was discussed. It was felt that the matter should be left until each Local would appoint representatives.

The salary matter was brought up. The Committee concluded that the two Public School Locals should hold special meetings to discuss points re salaries: "That the changes as suggested by the Board's Salary Committee be forwarded to the Central Committee and by them forwarded to the Board." Mr. Cromie and Miss Robertson. Carried.

Alberta School Week was discussed at some length. The following representatives were present from two locals: Miss Coutts, Miss Henderson, Mr. Freeman. Miss Todd is to represent the High School Local but was not present. Mr. Speakman was present and gave some idea of the possibilities of the movement.

It was moved by Miss Henderson and Miss Alford, and carried, "That the convener of the committee from each Local meet and organize."

It was agreed that Mr. Lunn should call the meeting. Meeting adjourned at 5.50.

### BIG VALLEY SCHOOL STAFF FORM A.T.A. LOCAL

Addressed by Mr. J. W. Barnett

On Wednesday evening, October 31st, the teachers of the Big Valley School Staff met together to form an A.T.A. Local under the guidance of Mr. Barnett of the Alliance, who very efficiently pointed out the value and benefits of such an organization.

Time is being given to outsiders to join in before completion of plans.

The following officers were elected *pro tem.*: President, Mr. R. L. Bruce; Vice-President, Mr. G. W. O'Meara; Secretary-Treasurer, Mr. Lynn G. Hall.

### CALMAR

A meeting of teachers of the Calmar districts was held in that village on November 23rd, to organize an A.T.A. Local.

Officers elected were: President, Mr. F. E. Miller; Vice-President, Miss T. Knutson; Secretary-Treasurer, Mr. Wilfred R. Fors; Press Correspondent, Miss M.A. Gowda.

Mr. Barnett, of the A.T.A., caused much thought and comment in his discussion of various features of the proposed new School Act. All members present were highly in favor of organizing, so that the opinion of the rural school teacher might also be voiced, when The Act is finally being passed. The Executive will endeavor to make this Local a real asset to the A.T.A.

### COALHURST

The first meeting of the Coalhurst Local was held at Coalhurst on Friday, October 26th. A supper was given at 6.30 p.m. at the principal's home, provided by the lady teachers and Mrs. Cochran. Teachers from Diamond City, Picture Butte, Rolling Hill, West Lethbridge, Fort Kipp, and geographical representative for south-western Alberta, George Watson of Coaldale were invited. Mr. and Mrs. Watson and Miss H. Porter of Coaldale were the only ones able to attend.

At 8 p.m. the meeting adjourned to the school. Mr. Watson addressed the meeting, telling some of the things the Alliance had done, some of the things it intended to do. He also outlined the proposed new school act from the teacher's point of view.

The election of officers then took place. R. G. P. Cochran, of Coalhurst, was elected president; Mr. J. Hughes, of Picture Butte, vice-president; Mr. J. Melling, Coalhurst, secretary-treasurer; Miss C. Morrissey, Coalhurst, news editor.

It was decided to approach the various ministers in the district asking them to help in the A.T.A. Educational Week.

After a vote of thanks to Mr. Watson for his address the meeting adjourned.

### SMOKY LAKE

During the recent convention of the Lamont Inspectorate, held at Fort Saskatchewan, the teachers of Smoky Lake District formed a Local Alliance under the following leadership:

President, J. Radomsky; vice-president, E. Stirling; secretary-treasurer, Miss Jean Currie.

### RADWAY-WASKATENAU

The teachers of Radway and Waskatenau united to form a local for teachers in that vicinity. The organization meeting took place during the convention of the Lamont Inspectorate and arrangements for meetings, etc., were not completed. The tentative executive is as follows:

President, L. Robbins; vice-president, Miss Lewis; secretary-treasurer, Miss S. Hanson.

### MEDICINE HAT HIGH SCHOOL

At a meeting of the Medicine Hat High School Local of the A.T.A., held September 20, 1928, the following officers were elected:

President, Miss C. Marsh; vice-president, Mr. W. R. Baker; secretary-treasurer, Mr. J. McGuire.



# EDUCATIONAL RESEARCH DEPARTMENT

EDITED BY WILFRED WEES



## MEMBERS OF THE A.T.A. COMMITTEE ON EDUCATIONAL RESEARCH

Wilfred Wees, M.A., B.Educ., Chairman; Miss Mary Fowler, M.A., L. H. Bennett; C. B. Willis, M.A., D.Paed.; D. L. Shortliffe, M.A.; H. C. Newland, M.A., LL.B., B.Educ.; M. E. Lazerte, M.A., B.Educ., Ph.D.; H. D. Ainlay, B.A., President of the A.T.A.; and Members of the Provincial Executive, Ex Officio.

## CONTROL OF TEXT BOOKS

**State Control of Textbooks:** C. J. Tidwell, Ph.D., Teachers' College, Columbia University, Contributions to Education, No. 299.

The purpose of this study was to determine the principles which should govern the relationship between the state and the local community with respect to the selection and provision of textbooks.

The author's conclusions are summarized in Chapter VI. of the Study. A synopsis of his conclusions follows:

1. The state should set up minimum standards for textbooks.

2. Authority to set up standards and to make regulations concerning textbook selection should be vested in a competent, responsible, *professional* body.

3. Standards for textbooks should be set up in the form of selective lists for each subject and each grade.

4. Local districts should be permitted to select textbooks from the approved multiple lists to suit local needs. Local districts that have peculiar needs not met by books on the approved lists should be permitted to adopt other books on approval of the selection board.

5. The term of adoption should be flexible. Districts should be free to change books when the best interests of their schools will be served by so doing.

6. All textbooks, supplementary books, reference books and other necessary instructional supplies should be furnished to all public school pupils free of charge.

7. To the extent that such textbooks, supplementary books, reference books and other instructional supplies are essential to the realization of the state's minimum educational program, the state should assume responsibility for equalization of the tax burden necessary to furnish them.

8. Local districts should be given as much freedom in the management of their schools as they are capable of exercising wisely and effectively.

9. The law should conform to the native characteristics, institutions, and economic conditions of the state. The catch, of course, is in the last paragraph.

—W. W.

## CLASS RECORD OF REPEATERS

The advisability of requiring children to repeat a grade even when they have done poor work is often questioned. Some studies of the results of repeating have tended to show that about one-third of the children did worse, one-third did neither better nor worse and one-third did better after repeating than they did the first year in the grade.

A recent check-up of the record of repeaters was made in the Eastwood School, Edmonton. All cases, that could

be checked through to the end of the school year in which they were repeating, were used. In all 89 cases were obtained. It was found that 85 of these cases obtained a higher standing the second year than they did the first and that 4 of them did no better and no worse the second year. In other words 95% of the repeaters showed improvement after repeating, 5% showed no improvement and no pupils did worse.

Of the pupils who improved, only one improved less than 7% on his average marks and the gain ranged from 4% up to 38%. The average gain for all pupils was 18%. A check-up some years ago in the Alex. Taylor School, Edmonton, showed that 95% of the repeaters passed and while the number of cases is not on record, the two studies show rather close agreement. Further study of this problem is needed, but the data at hand points rather strongly to the conclusion that nearly all pupils who repeat do considerably better after repeating than they did before.

—C. B. W.

## ROTE VS. REASON IN ARITHMETIC

A CONSTANTLY recurring problem is that of determining to what extent pupils should be given explanations of principals and to what extent they may be permitted to manipulate symbols without understanding the significance of the operations. When explanations are omitted it is generally assumed that understanding will follow familiarity with manipulations.

The following examples of answers given by pupils of Grades III., IV. and V. relative to the meanings of the four fundamental operations give evidence that our fondest hopes are not always realized. All pupils referred to in this summary were able to perform accurately the operations discussed.

When asked when they would add two numbers that they found in a problem, different pupils replied:

"To find the cost of two or more things."

"When given adding questions," and "When you want to find an answer."

When asked when they would subtract two numbers found in any problem, they replied:

"To find the loss or gain."

"In a take-away question."

"Whenever one number is larger than another."

"When you want to find half of something."

As examples of problems calling for the addition of the number involved, the following were given:

"If Bill had \$5.00 and Jack had \$11.00, how much more had Jack than Bill?"

"If Jack went to the store for 25 cents worth of oranges, and Mary went for 12 cents worth of oranges, and oranges are worth 10 cents each, how many more would Mary get than Jack?"

As examples of problems in multiplication, the following were offered:

"Jean got a coat for \$20, a hat for \$20, and a pair of shoes for \$20."

"A girl is 16 years old and one is 15. How much older is she?" And,

"If Mary had 2 oranges, if Jack had 12 oranges and he wanted to give each boy one. How many would each boy get?"



The above are replies representative of many given by pupils who have had at least three years of learning in arithmetic. What is wrong with our classroom work that normal pupils know so little concerning the meaning of the operations they are performing daily? We are failing to train many pupils. Ability to manipulate symbols does not necessarily result in ability to interpret and deal with quantitative relationship. Probably Arithmetic is not entirely a "tool" subject. Even if it were pupils should understand the tools they wish to use.

—M. E. L.

### SASKATCHEWAN RESEARCH NOTE

A VALUABLE STUDY is that by the National Education Association (1201 Sixteenth Street, Northwest, Washington, D.C.) entitled "The Principal Studies His Job." It deals with the changing conception of the elementary school principalship. Originally it combined the responsibilities of the classroom teacher with a few clerical duties. Now the position has developed important supervisory and administrative functions with a corresponding reduction of the teaching duties. Two types still exist today: the teaching principalship and the administrative principalship. But there is a consistent demand for a higher level of service, and professional study both in and out of school time is coming to be an accepted part of every principal's program. "Schools of today require a leadership not based upon authority but vitalized by professional study and research." The bulletin contains pertinent suggestions for the principal who would make a careful analysis of his job.

A BULLETIN of more than usual interest has been issued by the College of Education, Ohio State University. It is entitled "For What is the Teacher Paid?" and is written by Joseph A. Baer, Research Assistant in the Bureau of Educational Research. "Teachers have been paid for many different things, from a strong arm to enforce discipline to 'she's a nice little thing and needs the money'." It is the purpose of the study to present a statistical treatment of the readily measurable factors that are usually considered as influencing salaries. These factors are experience, training and teaching load. There are also some interesting statistics concerning salaries for men and women teachers of all types. There is a fair sprinkling of technical terms, such as coefficients of correlation, regression coefficients and means of salary and experience. The conclusions are applicable to Alberta as well as Ohio. "In all types of school positions and for both sexes except for men in the one-room rural school, there is a relatively high correlation between salary and experience." Or again: "In all types of schools, and for both sexes there is relatively low correlation between salary and training." Or yet again: "The correlations between salary and teaching load are low in nearly every case." An interesting conclusion to women teachers is that there appears to be no final evidence that men carry heavier teaching loads than women, except in the senior high schools.

THE EDUCATIONAL RESEARCH BULLETIN for the first month of the year carried an article by the same writer, "Do High School Teachers Teach the Subjects for Which They are Trained?" Some of the findings are significant. Thus Mr. Baer found that Agriculture and Home Economics are taught

by more teachers specially trained in those subjects than are any others. Those with training in English teach in all fields; many trained in Chemistry teach General Science or Mathematics. No teachers are specifically trained for Geography; the Geography teachers are trained in all fields. In a word, there is an enormous waste in the educational process. Many teachers are teaching subjects for which they are not trained. This means that their preparation to a large extent is going to waste—and the pupils are the losers.

THOSE WHO are interested in the Junior College might turn to an article in the succeeding number of the same Bulletin by E. E. Lewis, on "The Junior College and the Reorganization of Secondary Education." This is one of the questions which is bound to become increasingly insistent in Saskatchewan (likewise in Alberta), with our long distances and paucity of urban centres. Eliot, James, Jordon and others have advocated a secondary education commencing with the seventh grade and extending through some eight years, up to the third year of our university course. There have been many experiments made: 6-6-2 and 6-4-4 are examples. With the tremendous increase in our high school population it becomes obvious that some adjustment must come soon. And apparently there is to be no noticeable slowing down in the increase for another quarter of a century.

AN ARTICLE which merits special mention is to be found in the June issue of the Journal of the National Education Association. It is called "Elementary Rural Teaching as a Career." Possibly to many of our rural teachers in Saskatchewan the implied idea will be entirely new, or even a trifle weird. Yet Mr. Burnham, who is Director of Rural Education in the Western State Teachers' College, Michigan, has no hesitation in predicting a time when the rural school will be able to satisfy the healthy ambition of any competent teacher. "Life service in elementary education has proved to be the consummate satisfaction of many first-rate women and of some men who are so typical of the best capacity and character that there is no sense in any assumption of superiority on the part of teachers of older pupils." Certainly the teacher of the rural elementary school has the most creative place, in relation to parents even more than to children. And while upon the subject of rural schools, the Editor wishes to thank a certain S. T. A. member who drew his attention to a pungent article, "The Rural School," in the September 6 issue of The Western Producer.

—From Saskatchewan Teacher.



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# The A.T.A. Magazine

MAGISTRI NEQUE SERVI

Official Organ of the Alberta Teachers' Alliance, Inc.  
Published on the First of Each Month.



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## The A.T.A. Magazine

MANAGING EDITOR: John W. Barnett, Edmonton  
Published, Controlled and Edited by the

ALBERTA TEACHERS' ALLIANCE PUBLISHING CO., LTD.  
Imperial Bank Building, Edmonton, Alta.

SUBSCRIPTION: Members of A.T.A. - - - - \$1.00 per annum  
Non-Members - - - - - \$1.50 per annum

Vol. IX EDMONTON, DECEMBER, 1928 No. 4

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## Editorial

### A TEACHING PROFESSION AT LAST?

WE are pleased to announce that, after several years of discussion and anticipation, a School of Education, within the Faculty of Arts and Sciences, has been definitely authorized by the University Senate. Beginning with the session of 1929-30, professional training of teachers holding academic degrees will be taken at the University instead of, as at present, at a Provincial Normal School. With a view to assuring complete co-operation and harmony of view and object between the Department of Education and the University, a joint or liaison committee is being established composed of representatives of these two authorities.

\* \* \*

THE School of Education will supply, without doubt, a long-felt want in that students intending to enter upon teaching as a career will be able to work towards the bachelor's degree under the supervision of the School of Education: for, from and after the first year, a student will be able to enter University, and embark upon and follow an outlined plan systematically and consistently preparatory in scope and subject matter for professional work in the schools of the Province.

\* \* \*

THE course, as finally planned for a B.A. together with a Teacher's Diploma, will be a five-year course—five years after Junior Matriculation or four years after Senior Matriculation. It was originally intended to spread the purely professional training of undergraduates of the School of Education over the last two years of the course, but, owing to unforeseen difficulties, it has been deemed advisable to concentrate during the fifth, the final year only, upon practice teaching and directly correlated studies: that is to say, the three years following senior matriculation will be devoted to the attainment of the bachelor's degree, and on the completion of the last year's professional training work the student will receive in addition a teacher's diploma.

\* \* \*

THE courses are so arranged that, while carrying on professional training, a student may fulfil part of the requirements for the Master of Arts degree, the balance to be covered later, possibly by summer school course; also students holding academic certificates may qualify for the Master's Degree by taking certain of these courses.

\* \* \*

THE scheme is restricted to the training of University graduates but observation, practice teaching, etc., will cover both fields of school work—elementary and secondary—although the emphasis will be placed upon the latter.



SEVERAL statements have appeared in the press and elsewhere that the inauguration of the School of Education will place the profession of teaching on a par with the other great sister professions. We regret to feel impelled to submit without any equivocation whatsoever that it does *no* such thing. The Teaching Body can not be regarded as a profession indeed until their representatives are treated by the University as on a par with the representatives of other professions such as: law, medicine, dentistry, architecture, engineering, agriculture, accountancy, optometistry, nursing, etc. Each of these professions has direct representation on the Senate of the University, and are, therefore, in a position to be taken into direct consultation regarding the training, qualifications, etc., of the entrants or prospective entrants to their profession. The liaison committee of the Department and University has been or is being formed and representation of the teachers' professional organization here, as well as on the University Senate, is conspicuous by its absence.

\* \* \* \*

WE submit with respect, that the providing of representation of the Department of Education on this joint committee or on the University Senate can no more be construed to grant representation to the *teaching profession*, than would similar appointments of officers of the Department of Health be accepted as representation of Medicine, Nursing or Dentistry; or officers of the Attorney General's Department of Law; of the Public Works Department, of Engineering; or the Provincial Auditor's Department or Provincial Treasury, of Accountancy.

\* \* \* \*

AS things stand at present, as far as this situation presents itself, the *teaching profession* exists in a very ethereal, academic sort of way only—a kind of mythical Cinderella. The distinction must be made between the terms, *teaching profession* and *teaching body*—the latter is a physical entity.

\* \* \* \*

WE suggest that this distinction would be drawn if the authority, duly constituted by the qualified teachers themselves, were given some practical, tangible representation as such on the body which oversees and regulates the training of their prospective members and which decides upon the prerequisites for practice. There have been informal, almost intimate conferences in the past between the University authorities and the Alliance regarding the establishment of the School of Education and the prospected plans of the University regarding teacher training, to the extent that our organization machinery has been instrumental from time to time, and by request of the University, in securing the opinion of the teaching body with respect to Uni-

versity training of teachers. It is hoped that no discordant element will ever be introduced to endanger the past and present felicitous relationships and interchange of opinion. However, as the plans develop for raising the level and status of teaching (a genuine, unquestioned motive of the University authorities) it must be apparent that such laudable efforts run serious danger of being in some degree thwarted at least, if not rendered nugatory, by refraining from according us our *birthright* and placing teaching on a par with the other learned professions—not theoretically, but actually.

\* \* \* \*

### THE AVERAGE HIGH SCHOOL STUDENT DEFINED

SINCE so much time and space have been devoted to recounting the actual yearly accomplishment of the *average* student, it behooves us to obtain a clearly defined idea of this all-important person. Generally speaking, we define him as a youth possessing the average intellect of high school pupils of all grades, exhibiting the average amount of interest and energy, and reaching the average yearly attainment in his studies.

\* \* \* \*

MORE specifically, we may catalogue him by virtue of his class standing obtained on the Christmas, Easter and June examinations. It is a well known fact that, on account of the natural process of elimination of the academically unfit which continues from year to year, the average intelligence of the pupils in any grade is palpably higher than in the preceding grade. Again, recollecting that the total enrolment in Grades IX. and X. is much larger than in Grades XI. and XII., we arrive at the conclusion that the average academic intelligence of our Grade X. pupils just about represents the average for the whole school. This Grade X. average of intelligence is just a shade too low for the whole school but it is our nearest approximation for establishing a true concept of our *average* high school student.

\* \* \* \*

BRIEFLY, then, we may state that a Grade X. student of normal age for that grade and enjoying normal health, performing a requisite amount of home-study, say two hours per evening, and regularly obtaining a class standing of about 20th, in a class of forty students, represents quite adequately the person of our happy warrior. When in Grade IX. this same student would rank about 16th, in Grade XI. about 24th, and in Grade XII. about 28th in a class of forty students. In our opinion, the organization of our high schools should be based primarily on the ability and needs of just such student, for we are convinced that this person is worthy of and entitled to the advantages of a system of secondary education and, indeed, it is primarily for him that the public are willing to provide so liberally.

## NEW HIGH SCHOOL CURRICULUM FOR ALBERTA

**T**HE New Curriculum of studies for Alberta high schools coupled with the Unit System of promotion has been in effect for five years and we are now able to form an accurate opinion concerning the manner in which it is functioning. The following statistics for the province at large, furnished by the Department of Education, merit careful perusal:

### JUNE DEPARTMENTAL EXAMINATIONS

	1927	1928
1. Average number of units <i>written</i> by candidates who wrote 5 or more units.	7.009	7.01
2. Average number of units <i>passed</i> by candidates who wrote 5 or more units.	5.28	5.34

\* \* \* \*

**W**HEN the New Curriculum was inaugurated by the Committee which worked out the details of this new system, it was certainly expected that the average student would be able to undertake and complete seven units per school year. We now appreciate the fact that the *average* student has been *attempting* to do just that but has *failed*.

\* \* \* \*

**W**E may now inquire as to the extent and meaning of this palpable failure. Junior Matriculation and Normal Entrance (Second Class) each require the completion of twenty-one units and, owing to the fact that these two courses are not identical in the content of prescribed units, twenty-three units are necessary to complete both courses. From these simple figures it is quite evident that the average student now requires *four* years to complete a course which was intended for a three-year course. Senior Matriculation requires thirty units and Normal Entrance (First Class) requires twenty-nine units while a combination of these two courses entails the completion of thirty-two units. Again it is evident that the average student would consume at least *five* years to graduate from high school whereas it was expected that four years would suffice.

\* \* \* \*

**I**T must not be forgotten that the September Supplemental Examinations will tend, in some slight degree, to reduce the actual time required by the average student for graduation, but since statistics in this regard are not available at the moment, it must not be supposed that the Supplemental Examinations in September do really offer any substantial relief to the general deficiency in yearly academic achievement.

\* \* \* \*

**A**T this juncture it is pertinent to recall the fact that under the Old Curriculum, the *average* student did graduate in both the three-year course and in the four-year course right on scheduled time. Not only was he able to do so but, also, the course was completed with somewhat greater facility than is experienced in completing the 5.3 units per school year as at present.

**I**S it not time to inquire where are we at and whither are we bound? In brief, it just amounts to the fact that on account of the introduction of the New Curriculum of Studies in Alberta, one year has been unintentionally added to the former four-year course making a five-year course for the average student. Unfortunately, the general public has not as yet come to a of this, and accordingly, the reaction of the public has not made itself felt. The opinion of those who administer the New Curriculum is that it has been at least a noble experiment. The new course of studies is certainly much superior to the old course and the unit method of promotion is much to be desired over the former method which meant one year's advance or repeat the whole year's work. Briefly, it might be succinctly stated that the Department of Education gave the High schools of Alberta a better curriculum, but at the same time, quite unwittingly, bequeathed a too generous portion to be relished as a four-year course. It is our opinion that, provided parents can afford a five-year course for their children, the present course can be most easily adjusted to the satisfaction of all concerned. If, however, the economic factor should require that the average student be graduated in four years, then it will be necessary to eliminate some of the present units in their entirety or else curtail the content of many of the units which are now prescribed.

\* \* \* \*

**T**EACHERS, students, parents and ratepayers have acquiesced more or less willingly and hopefully over a period of five years in being the parties concerned in a noble experiment. The experiment has been concluded and the results tabulated. A five-year High school course in reality is now in effect in the Province of Alberta so far as the average student is concerned. It certainly is desirable, but, like the high-priced car, "Can or will the public pay for it?" That is the question.

\* \* \* \*

**L**ET us again state that the Committee which evolved the New Curriculum intended to evolve a four year course for the average high school student, that the experiment was well worthy of the effort expended and that it was probably as nearly successful as could be expected. We attach no blame, thus far, to anyone, but if we, as teachers, continue to remain passive and inarticulate now that the results of a fair trial of the experimentation have been tabulated, we alone will suffer for allowing the results to remain obscure. The public in general must be informed quite frankly that the New Curriculum is a worthy one, a distinct improvement over the Old, but that we now conclude, without equivocation, that an extra year has been added to the high school course for the *average* high school student. Not only should this basic information be disseminated, but also it should be



clearly pointed out that our present system of organization actually militates against the maximum yearly accomplishment of which the average student is capable, by forcing him to accept the same annual minimum of tuition which suffices only for the brighter group of students comprising about one-third of the total enrolment.

\* \* \* \*

THE present situation may be compared to the progress made by a car attempting to scale hills on high gear when the power plant will not respond and the car is forced into "low," consuming extra time. The power plant is the *average* student, the hills are the

units to be mastered and your humble servant, the teacher, is the chauffeur. We are forced to admit that we cannot make the steeper hills on "high" and, since the power plant is standardized by the public itself, we must ask the public either to reduce the grades on some of the steeper hills or else be content to allow the chauffeur to climb them on "low." When the public becomes duly informed of the predicament, it will soon decide what is to be done. If we fail to state the case, then our ability as chauffeur will continue to be called into question. Let us speak the Truth.

*Vera te liberabit.*

## OUR TEACHERS' HELPS DEPARTMENT

Director  
TEACHERS' HELPS DEPARTMENT  
MRS. A. JORDAN

Box 243

Medicine Hat

ANY contributions, or suggestions as to how the Teachers' Helps Department may be of greater assistance, will be appreciated. We will do our best to answer queries regarding public school work. If you have any hints or suggestions which will help some inexperienced teacher, please send them along.

### CORRESPONDENCE

"The Editor A.T.A. Magazine,  
Edmonton, Alberta.

Dear Editor:

While your magazine, the A.T.A., is a great help to members of our profession, the rural teachers are unable to make good use of the Monthly Outline in the Teachers' Helps Department as the magazine does not reach them till the middle of the month. If it were possible to issue it sufficiently ahead of time, the country teachers would be able to make better use of the Helps.

Yours respectfully,  
A Rural Teacher."

EDITOR'S NOTE:—Thank you for the suggestion. We are again following the methods of last year until the Helps Dept. was disorganized by the death of its director. We trust this arrangement of publishing the Outlines in the previous month's issue will be satisfactory. We are always pleased to receive any suggestions which will make the Department of more service.

### JANUARY OUTLINE ARITHMETIC

- Grade 1—**(a) Recognition and making of symbols to 50.  
(b) Recognition of groups that make 9 and 10.  
(c) Use of " $\frac{1}{4}$ " orally.  
(d) Review.  
(e) Counting by 2's to 20.
- Grade 2—**(a) Teach the 9's.  
(b) Subtraction of these.  
(c) Roman numerals to XII.  
(d) Teach inch and half inch.
- Grade 3—**(a) Multiplication within notation limits of 8, 9 and 7.  
(b) Problems.
- Grade 4—**(a) Continue long division with more and more difficult divisors. Insist on checking of work.  
(b) Continue multiplication by two and three figures, now checked by division.  
(c) Continue work in problems.  
(d) Teach seconds, minutes, one-quarter hour, one-half hour, day and week, with problems in same.  
(e) Stress rapid calculation in multiplication, using not more than five digits by two or three figures.
- Grade 5—**(a) Square measure.  
(b) Fractions.

- Grade 6—**(a) See December Outline.
- Grade 7—**(a) Multiplication and division of decimals. Changing of fractions to different denominations. Problems involving denominate numbers.

- Grade 8—**January and February.  
(a) Square root.  
(b) Mensuration.

### READING AND LITERATURE

- Grade 1—**(a) Finish first part of the reader, and review.  
(b) Finish initial sounds.
- Grade 2—**(a) **Reading—Oral:**  
(1) "The Snow-Bird's Song."  
(2) "Why the Bear's Tail is Short."  
(3) "Putting the World to Bed."  
(b) **Silent Reading:**  
(1) "The Little Eskimo."  
(c) **Memory:**  
(1) "Marching Song."  
(2) "Foreign Children."  
(3) Optional—"Winken, Blynken and Nod."  
(d) **Literature:**  
(1) Review.  
(2) "Noah and the Ark."
- Grade 3—****Literature:** "The Princess and the Pea."  
**Memory:** "The Iroquois Lullaby."  
**Reader:** Pages 109 to 135.  
**Supplementary Reading:** Winston Primer or similar book.  
**Dramatization:** To be selected.
- Grade 4—**(a) **Silent Reading:**  
(1) "Hunting the Chamois."  
(2) "Canova."  
(3) "Heidi."  
(b) **Oral Reading:**  
(1) "Heidi."  
(2) "The White Ship."  
(3) "The Nutcracker and the Tongs."  
(c) **Literature:**  
(1) "Knights of the Silver Shield."  
(2) "John Gilpin."  
(d) **Literary Pictures:**  
(1) "Sir Ronald's Shield."  
(2) "John Gilpin's Appearance."  
(e) **Memory:** "The Clouds."  
(f) **Supplementary:** "Robin Hood."
- Grade 5—**(a) **Literature:** "Treasure House of Mammon."  
(b) **Oral Reading:** "Moonlight Sonata."  
(c) **Silent Reading:**  
(1) "The Sawmill."  
(2) "Life of Fear."  
(d) **Supplementary Reading:** See September issue.  
(e) **Character Study:** "Beethoven."  
(f) **Memory:** "Winter."
- Grade 6—**(a) **Literature:**  
(1) "How They Brought the Good News from Ghent."  
(2) "Marmion and Douglas."  
(b) **Memory:**  
(1) "If I Forget Thee."  
(2) "Wisdom."

(c) **Oral Reading:**

(1) "Tecumseh and the Eagles."

(2) "The Lemnian."

(d) **Silent Reading:** "Hunting with a Camera."(e) **Dramatization:** "Story Telling."(f) **Supplementary Reading:** See September issue.**Grade 7—(a) Literature:** "Solitude of Alexander Selkirk."(b) **Memory:**

(1) "They That Go Down to the Sea in Ships."

(2) "I Know a Face."

(c) **Silent Reading:**

(1) "A Picnic by the Baltic."

(2) "Evangeline."

(d) **Oral Reading:** "The Revenge."**Grade 8—(a) Silent Reading:** "The Father of the Forest."(b) **Oral Reading:** "The Homes of the People."(c) **Literature:**

(1) "The Italian in England."

(2) "Home Thoughts from Abroad."

(3) "Home Thoughts from the Sea."

(4) "A Canadian Abroad."

(d) **Memory:** "Home Thoughts from the Sea."**LANGUAGE AND COMPOSITION****Grade 2—Composition:** Begin two sentence stories on a given subject. Subject may be a test of silent reading, or may relate to Elementary Science, or may be drawn from personal experience.**Grade 3—** September and October Issues.**Grade 4—(a) Vocabulary Lessons:** Collect name words; words that tell; words that describe.(b) **Oral and Written Work:** Practise in use of complex sentences, suggested topics: "A Snow Man," "My New Skates," etc.(c) **Composition Games:** Who Am I? What Am I? Class composition in sentence building.**Grade 5—** Verbs and Pronouns.**Grade 6—** See September Issue.**Grade 7—** Three paragraph Stories: (1) List main incidents; (2) Orderly summaries.**Grade 8—** January-March:

## (a) Vocabulary Work.

## (b) Punctuation.

## (c) Letter Writing.

## (d) Writing Conversation.

## (e) Argumentation.

**GRAMMAR****Grade 7—(a) Noun:** Definition; uses; subject of sentence, and object.(b) **Pronoun:** Definition; uses; subject and object.**Grade 8—** See September Issue.**SPELLING****Grade 2—** First two weeks, Review. Page 100 of "Course"—45 words beginning at "baby;" two word families; Dictation.**Grade 3—** See September Issue.**Grade 4—Second Term:** The second term list must be taken at the rate of five words per day, covering a period of thirty-five days; then review list and take the remaining hundred words of the Supplementary list at the rate of four words per day, as new words. The review and Supplementary words will take approximately 25 days, the total time for the list and supplementary list taking till the end of April. May and June may be devoted to review and to dictation.

N.B.—Daily Dictation.

**Grade 5—** See September Issue.**Grade 6—** See September Issue.**Grade 7—** January to June: Complete and review course.**Grade 8—** January to March: Second term of 100 words. Remaining supplementary words for the grade. Vocabulary work of Grades 6, 7 and 8 (see "Course"). Third or selected list of words (Composition, Literature, History, Geography, etc.). Common abbreviations.**ELEMENTARY SCIENCE****Grade 1—** Trees: How bare they look. Compare with Christmas trees. Birds: What birds are around? How must they feel? How do they feed? Winter feeding by children. Note the Norwegian custom of fastening a sheaf of wheat on Christmas Day to a pole erected in the garden for the birds to feed upon. Plants: Geranium and other plants in the school-

room; seeds of nasturtium, bean, wheat; grown in a vessel in the room; the flowers florists grow for sale; grow bulbs; grow an onion, carrot or turnip in water in classroom. Try this: Cut a carrot across about the middle, cut out the greater part of the core, bore three holes at equal distances apart around the carrot near the cut edge. Attach through these holes three strings, hang the carrot up crown downward, keep water in the hollowed carrot. The carrot will grow up about itself making a pretty, decorative hanging plant.

**Grade 2—(a) Winter Fruits:** Oranges, lemons, nuts, bananas, winter grapes; and stories of the countries from which they come.

## (b) Winter care of pets.

## (c) Stories of hunting, trapping; humane treatment of animals.

## (d) Winter birds, their care, activities.

**Grade 3—(a) Winter Conditions Out-of-Doors:** Winter employment of men and women. Winter Games: Sleighing, skating, etc.

Different methods of making heat to heat our houses, etc.: Rubbing sticks of the Indians, flint and steel, wood, coal, coal-oil, gas, electricity. How animals are protected in winter. Indoor plants and their care. Evergreen trees.

## (b) Sky study: Sun, moon, stars. Apparent motion of the sun and moon, North Star and Dipper.

## (c) Cardinal and semi-cardinal points, from sun in morning, afternoon and evening; from the North Star; from school and home; pictures, stories.

**Hygiene, Health Habits:** (a) Elementary First Aid, e.g. Keep clean bandages on sores; care of scratches, etc.

## (b) Need for individual towel supply, individual tooth brush, etc.

**Grade 4—(a) Nature Study:** Two fur-bearing animals (wild); two winter birds; domestic animals useful to man.(b) **Geography:** Pineapples, Silk (stories).(c) **Hygiene:** Chief organs of the body.**Grade 5—(a) Nature Study:** The relation of animals to other animals. The great struggle among animals; stress particularly those which affect man either favorably or adversely. The great food-making value of plants to man: Starch, sugar, tea, etc.

(1) Grate potato and wash starch through meshes of a muslin bag, collect liquid in a plate. The starch settles to the bottom of the liquid. Boil a portion in a small quantity of water and add a little solution of tincture of Iodine. It should turn blue. This is the Starch Test.

(2) Grate a sugar-beet or carrot, soak in a small quantity of water. Squeeze the water from pulp through a muslin bag, work it to a syrup. Allow to dry in a shallow dish. Look for crystal of sugar. Taste.

(3) Oil: Crush the kernel of a walnut, pecan, peanut, squeeze between two sheets of newsprint paper. Look for oil stain.

(4) Fibre: Tie a bundle of flax stems and immerse for a few days under water until the stem decays and the outer plant tissue may be rubbed off, leaving the fibres which may be combed out into fine flax and bleached.

(b) **Geography:** Railroads of Alberta. Chief cities and trade centres. An imaginary automobile and an imaginary train journey through the best settled districts of Alberta.(c) **Hygiene:** Sprains, fractures, etc.**Grade 6—(a) Nature Study:**

(1) Water as in "Course."

(2) One winter bird: English Sparrow.

(b) **Geography:** See December outline.(c) **Hygiene:** January to April—The Respiratory System. January and February—The Respiratory System as per "Course" to the end of "How Other Animals Breathe."**Grade 7—(a) Agriculture:** See December Course.(b) **Hygiene:** See December Course.(c) **Geography:** France, Spain, Portugal, Italy and Russia, under the following headings: Situation, climate, natural resources, chief industries, shipping ports, products we receive from them, and products they receive from us.**Grade 8—(a) Agriculture:** See December issue.(b) **Hygiene:** Nervous system, burns, electric shocks, frost bites.(c) **Geography:** The British Empire in Asia.



## CITIZENSHIP

- Grade 2**—(a) Co-operation.  
(b) New Year.  
(c) Dramatize 1, 2, page 129.
- Grade 3**—(a) New Year's Resolutions.  
(b) Respect for the Bible.  
(c) Sense of Responsibility.  
(d) Honesty.  
(e) Stories.
- Grade 4**—(a) Discuss: Public Order, Peace in the Streets.  
(b) The law, Why we have laws, Stories of the Early Greeks and Romans, and their demand for "written laws."  
(c) How society regards the thief, an unclean person, a profane person.  
(d) Stories on "Patience."  
(e) History talks on Indians.
- Grade 5**—Personal honor and fidelity to a trust, Sentinel's Pouch, Loss of the Birkenhead, St. Christopher, Jason and Theseus, Selkirk Settlement.
- Grade 6**—(a) **History:** The Hundred Years' War, Black Prince, Wat Tyler, Henry V, Joan of Arc, Sir Richard Whittington, Caxton.  
(b) **Civics:** Mayor and Councillors.
- Grade 7**—January and February: Part III and Part IV.  
**Civics:** January—Easter: d, e, and f to be finished.
- Grade 8**—(a) **History:** January and February: Parts VI and VII.  
(b) **Civics:** January—April: d, e and f.

## ART

- Grade I**—Ex. III: To make a booklet. This is correlation of Art with other Grade I subjects.
- Grade 2**—Commence work on booklet.
- Grade 3**—Ex. V: To draw cylindrical or hemispherical shapes. The object should be placed below eye level so as to reveal the top.
- Grade 4**—Ex. IV: Picture Study: Shepherdess Knitting.
- Grade 5**—Ex. V: Pencil drawing of simple still-life groups of two objects of cylindrical, hemispherical, or conical type, not too intricate in contour. Pencil shading showing high lights and shadow parts.
- Grade 6**—To construct a box.
- Grade 7**—(a) Designs in rectangles from lower case letters (repeat, drop, half drop, etc.).  
(b) All over designs.  
(c) Cover designs.  
(d) Design for side of concrete flower box (abstract design in values of grey on side of box).  
(e) Picture: "Night Watch."
- Grade 8**—(a) Object drawing: Angular perspective.  
(b) Picture study: "Sir Galahad."

## Lesson Helps

### WHERE TO OBTAIN MATERIAL FOR CHRISTMAS ENTERTAINMENTS

The Educational Publishing Co. Ltd.,  
Toronto 2,  
Ontario.

The Shrewsbury Publishing Co.,  
5311 West Lake Street,  
Chicago, U.S.A.

### FOR PRIMARY GRADES

Little girls delight to play at keeping house. Advantage of this natural tendency may be taken to lay a basis for appreciation of home in primary grades and in kindergarten work. A set of miniature toys may be provided for each girl. Then by a combination of songs, exercises and plays, the children are taught many little duties, which when properly performed, will help to make them useful at arranging a room or laying a dinner table. Much is made of music and song. As an illustration, have a mud-pie play. Moulding-clay is used as a substitute for dough, and the children knead bread, turn tiny rolls, cut out biscuits, and make pies. Thus with the simple substitution of toy appliances for real domestic apparatus, the children acquire principles of order, precision, and neatness.

In some instances one approved set of toys is used for the whole class. But they must be small enough to be an attraction and free from all suspicion of household drudgery.

Suppose a lesson is on setting a table. Chairs for the class are placed around the little table at a distance to allow the girls to work between the table and the class. Conversation is freely indulged in and as the pad, cloth, and dishes are arranged on the table the teacher explains about them. The fact that simplicity of arrangement is good taste is brought out. Habits of neatness are taught such as dishes should never be carried against the clothes, silver should not be handled by the blade, fingers should not be put inside glasses and cups. This exercise may be worked in most profitably along with dramatization. e.g. "Sing a Song of Six Pence"; "The Three Bears"; "Cratchit's Christmas Dinner," etc. This exercise modified in one way and another has proved most profitable. It will also provide material for a number of language exercises, some of which will require a systematic arrangement of ideas.

### CITIZENSHIP—Grades II and III

Immemorial custom has celebrated the first day of the year with festivals of a religious and social nature. All the advanced nations of antiquity observed New Year's Day, but not all on the same calendar day. Among many, the year began in the first of March—in the spring. The Romans made it begin in the first of January, in winter. It was not until late in the sixteenth century that the latter date became universal in all christian countries. In our country New Year's Day is always a legal holiday. The message of the day concerns the improvement of time: that another milestone has been reached on the way to active life, and that all should take up the work of life with renewed determination to put their best efforts into what they undertake.

Spare moments are the gold-dust of time—the portion of life most fruitful in good or evil. It is astonishing what can be done in any department of life when once the will is fired with a determination to use leisure time rightly. If this time is rightly used you will find time for the accomplishment of almost any desired purpose.

Time was is past—thou canst not it recall;  
Time is thou hast—employ the portion small;  
Time future is not, and may never be;  
Time present is the only time for thee.

A welcome and a cheer to the merry New Year,  
While the holly gleams above us;  
With a pardon for the foes who hate,  
And a prayer for those who love us.

### ELEMENTARY SCIENCE, Grade III.

#### The Muskrat

The muskrat lives chiefly in the water, but is often found in meadows and along the margin of ponds and streams near his camping grounds.

It belongs to the family of rodents, those biting, gnawing creatures that make their way with their sharp teeth through boards and planks and even through heavy timber. His body is a foot long, stout and thick set. His head is round, something like the head of a field mouse. His ears are short and set close to his head. His eyes are black and shining; and, as for his teeth, he has two very sharp ones set in the front of each jaw, and strong grinders set further back in his mouth. His hind legs are much stronger and stouter than his front ones; the feet are webbed, and the space outside the web is filled with stiff hair which makes the foot an admirable swimming organ. The front legs are short, used chiefly for digging, and are not webbed. The claws are long, stout and sharp; the tail is flat at the sides and is covered with scales—it makes a good rudder when the animal is swimming.

The outer coat of the muskrat is of long, coarse hair but underneath is a thick coat of fine waterproof fur that protects his body from long exposure in the water. The color of the fur is dark brown with a still darker streak along the back. Underneath the body is grayish changing to white at the throat and lips.

The muskrat is much better fitted to live in the water than on the land. He cannot run fast with his heavy body and short legs, but in the water he can travel rapidly and easily, and he is a skilful diver.

His food is chiefly roots, especially those of the sweet flag and of the yellow lily, and he loves fresh water clams. An observer watched muskrats that had already feasted on clams and wanted something for dessert. They went off and returned carrying in their mouths loads of sweet flags. These they dropped on a plank and proceeded to prepare them for eating. They took up the stalks, pulled them apart, soused them in water, scrubbed them in their paws until they were as white as the whitest celery could be. Then they ate them with as much relish as a human being might.

The muskrat needs a safe retreat for winter. It builds a house of mud and vegetable fibre. It is roofed with reeds and grass. Often houses are enlarged to accommodate more than one family, but each has its own doorway. The families do not live together.

In late winter the trapping season is on, and thousands of these interesting creatures are taken for their fur. It is always in demand for coats, linings for coats, caps and collars. The under fur is thick and fine. When plucked of its long coarse hair the hair is dyed dark brown and sold as seal.

The lowly muskrat has experienced a most remarkable rise to prominence among the fur bearers. At one time the muskrat was looked upon as a pest and was disregarded by the trapper unless a great number could be taken with little trouble. Today this little slough dweller is one of the chief factors in maintaining a high total value for our annual fur productions and in commercial importance heads the list of fur-bearers taken in Canada. This growth in popularity is due to two valuable qualities, namely, the pelt's long wearing qualities and its suitability for dyeing.

Expanding settlement has brought with it the removal of forest growth, the draining or drying out of swamps and marshes, and in other ways the destruction of the natural haunts of many of our wild animals. This movement is gradually curtailing the trapping areas of the Dominion and to offset this, fur farming has been developed with considerable success. In the early days of the fur trade it was the practice in Canada for trappers to keep foxes or other wild fur bearers, caught in warm weather, alive until the fur was prime, and from this custom has arisen the modern industry of fur farming. The obtaining and disposal of furs has been a part-time occupation and a source of additional revenue for many Canadian farmers, and the development of the fur farming industry, and particularly muskrat raising, has increased the opportunities of farmers in this regard. On many farms occur small stretches of marshy or low-lying land which may with small expense be turned into breeding places for muskrats. During the summer season the animals provide for themselves with little or no assistance. In the winter lower grades of clover, alfalfa, grains, grasses, vegetables, fruits and other farm products which might otherwise be wasted may be used with profit as feed for the rodents. The preservation of marshes also provides refuges for wild water-fowl.

In recent years the development of muskrat farms has progressed rapidly, particularly in Western Canada. Marshlands hitherto considered almost worthless have suddenly increased in value. Large areas are being taken for muskrat farming and so rapidly has the new branch of the fur farming industry extended in recent years that according to Dominion Bureau of Statistics there were 107 muskrat farms in Canada in 1926, and of these 66 were located in Western Canada.

Generally throughout Canada muskrat farming is proving popular and profitable. However, it is in the Prairie Provinces and in British Columbia that the most rapid development is taking place.

### CITIZENSHIP—Grade V

#### The Hudson's Bay Company—Cont'd from Nov. issue

The adventurous Frenchmen were soon eager to start on another expedition. This time their object was to be the discovery of an overland route to the Bay to the north—Hudson Bay—of which news was brought by the Indians, and from the neighborhood from which came a vast wealth of furs. Permission was sought from the Governor of Three Rivers who would only give a license on condition that half the profits of the trip should be paid to him. Radisson and Groseilliers refused any such terms and went without permission, knowing that the galleys for life, or even death for a second offence, was the punishment for trading without a license. After many conflicts with the Iroquois, they found themselves by the end of November 1661, at the western end of Lake Superior, whence they proceeded north-west. The Crees wished to conduct them to the wooded lake region, where Indian families took refuge on the islands from the war-like Sioux, who, invincible on horseback, were not skilful with canoes. The explorers, however, were unable to go with the Crees because they had no means of transporting the goods brought for trade. They sent the Indians on with instructions to bring back slaves to carry the baggage.

Then a notable thing happened; Radisson and Groseilliers built somewhere west of Duluth, the first fort and the first fur post between the Missouri and the North Pole. The fur trade discovered and explored the west and made possible the subsequent development. We can look back to this first fort, rushed up in two days by almost starving men, as the tangible origin of the modern life of the great north-west.

They were two thousand miles from help and needed sentries. Radisson made his sentries of bells, attached to cord concealed in the grass and branches round the fort. The news of the two white men spread rapidly and, when the Indians came, Radisson rolled gunpowder in twisted tubes of birch-bark, and ran a circle of this around the fort. He put a torch to it, and the Indians saw a magic circle of fire which defended the adventurers from all harm. After many hardships and adventures, they found themselves at the Lake of the Woods, and discovered the water-shed sloping north from the Great Lakes to Hudson Bay.

In the spring Radisson and Groseilliers returned to New France at the head of seven hundred warriors, and three hundred and

sixty canoes loaded with one of the richest cargoes of furs ever brought to Quebec. This was the spring of 1663. It is estimated that the value of these furs was about \$300,000. Because they had gone fur-trading without a license, they were fined on one pretext and another to the sum of \$110,000. They were so indignant about their treatment in New France that they went to Old France to present their grievance to the French king hoping that they might get redress. They got nothing but fair words and empty promises, and came back to America having nothing more to show for their journey than a new high record in the art of spending money. It must be admitted that for these French Canadian *coureurs-de-bois* to run through \$200,000 in six months argued a positive genius for extravagance.

They were now afraid to return to Canada so they landed in Boston. At this juncture the almost discouraged Frenchmen met four persons whom Charles II had sent out in 1664 to enforce the Dutch to evacuate Manhattan. One of these, Sir George Carteret, induced the adventurers to visit England to try to persuade the English King to give them permission to go to Hudson Bay, and to get English merchants to back the enterprise with their money. They finally landed in England in 1666.

After relating the stories of their many adventures they found themselves in high favor. The King and Prince Rupert were so interested in their plan that the king placed at their disposal the "Eaglet" and a second vessel, the "Nonsuch" under Captain Gillam. Merchants supplied articles for trade with the Indians. There was as yet no company. It was a pure gamble, a speculation based on the word of two penniless French adventurers. The cargo, if not disposed of on Hudson Bay, was to be taken to Boston to be sold.

In the spring of 1668 Radisson and Groseilliers left behind them courts and kings, and set their faces to the wild free life of the woods which they loved so well. The "Eaglet", with Radisson aboard, was forced to turn back, but the "Nonsuch" with Groseilliers aboard made quick passage to Hudson Bay. They coasted down the Bay till they came to the mouth of the Nemisco River. Here they erected Fort Charles. The Indians came to the fort and a brisk trade began. In 1669 the "Nonsuch" spread sail for England. We are not told the value of the cargo of furs, but we are told that it made glad the hearts of the "Merchant Adventurer" masters.

On May 2, 1670, King Charles granted a Charter incorporating "The Governor and Company of Adventurers trading into Hudson Bay." Prince Rupert was made the first governor. The privileges of the company, in brief, were as follows:

- (1) They were to be given the territory drained by the rivers flowing into Hudson Bay, and the land was to be called Rupert's Land.
- (2) Permission was given to build forts, employ firearms, pass laws, and impose punishment, and furthermore they were given the entire liberty to trade in the land drained into Hudson Bay.
- (3) All other traders were forbidden by the charter to frequent the territory without the consent of the company.
- (4) The company might appoint local governors for the territories with all the despotic power of little kings.
- (5) The company was also allowed to make war upon other companies for the benefit of their trade, and to expel those who should trade on their territory.
- (6) All admirals, judges, sheriffs, all officers of the law in England were charged by the charter to aid, favor, help, and assist the company by land and sea.

We may well smile at the charter but, even though it did not create a tyranny, it was an essential first step that was to blaze a way through the wilderness of democracy.

The business of the company was carried on through a head office in London and the forts on Hudson Bay. A Governor and Council of Directors managed affairs in London. At each fort was a factor and his staff. This usually consisted of a small garrison and a number of tradesmen and servants. A system of military discipline prevailed. The original stock of the company was £10,500. By 1720 it had increased to £94,500.

In 1668 the *Nonsuch* landed in James Bay, and Fort Charles was erected. Not far away is the famous Moose Factory which has been the scene of many conflicts with the French. Another place where much history has been written is York Factory on Port Nelson. It stands in a large square of some six acres lying along the Hayes River and is shut in by high stockades. There is a lofty platform to serve as a look-out for the coming ship, which was the great annual event of the year. An important rival is Fort Churchill further north with its well-built walls and formidable bastions. For a short time, Fort Prince of Wales on the Churchill River was an important establishment. In 1718, a wooden fort was erected, to give way shortly afterwards to one of the strongest forts on the continent. It was built from the plans of military engineers who had served under Marlborough, and it was originally intended to have walls forty-two feet thick. By the direction of the governor the dimensions were reduced to 25 feet, but these proved inadequate so it was in part pulled down and built according to the original plans. Later it was destroyed by the French and



was never re-built. Today its ruins mark the most northerly fortress on the American continent. Its sight was admirably chosen, its design and armaments were once perfect, it is interesting still as a record of bygone strife, but useful now as a beacon only for the harbor it failed to protect.

It is no easy matter to give an impression of life in the service of the company. For the most part men came to the service young, sometimes from the quiet districts in the Orkneys, sometimes from the busy towns. Others have grown up in the Hudson Bay Company atmosphere through family connection with the service. Some remained in the service a few years, others a lifetime.

Year by year, from the earliest days of the company, supplies were obtained in London. An outfit in 1672 consisted of 200 guns with powder and shot, as many brass kettles, 12 gross of knives, and 1,000 hatchets. Trade was conducted by means of barter.

The Indians coming from a distance to York Factory were wont to assemble in Kay at Lake Winnipeg to the number of several thousand men. The chief would deliver a harangue, representing their wants, and counselling the young men to exert themselves to the utmost to reach the fort with all their furs and to secure good terms from the company. Each family then made a feast, in the course of which they fixed up those of their number who were to undertake the journey. During the progress of the feast, it was customary for speeches to be made, new alliances formed, and old ones strengthened. The morrow was spent in building birch bark canoes. The leaders of the expedition were then chosen, and a start was made.

It was never ascertained exactly how many actually participated in these trading expeditions. Roughly speaking about six hundred canoes containing one thousand persons, not counting the women, came annually to York Factory with furs to trade.

No regularity marked their voyage, each striving to be foremost, because those in the vanguard had the best chance of procuring food. During the voyage each leader canvassed, with all manners of art and diligence, for braves to join his party. Some were influenced by presents, and others by promises; for the more canoes each leader had under his command the greater he appeared at the factory.

Throughout their journey the Indians were obliged to go ashore for several hours daily, which caused great delay in their progress. Their canoes were small, holding only two men and a pack of one hundred beaver skins, with not much room for provisions. Often great numbers of skins were left behind.

A good hunter of these nations could kill six hundred beavers in the course of a season; he could carry down to the factory more than one hundred, using the remainder at home in various ways. Sometimes he hung them upon branches of trees by way of votive offering upon the death of a child or near relation. Often the skins were used for bedding; sometimes the fur was burnt off, and the carcas roasted whole for food at banquets.

Arriving near the end of the journey to the fort, they all put ashore; the women going into the woods to gather pine-brush for the bottom of the tents, while the leaders smoked together and arranged for the procession to the factory. This settled, they re-embarked, and soon arrived before the post of the company; if there happened to be but one captain his position was in the centre of all the canoes; if more than one they placed themselves at the wings, their canoes being distinguished by a small flag hoisted on a stick and placed astern. When within two hundred yards of the palisade, they discharged their fowling pieces by way of a compliment to the Governor, who returned the salute by letting off two or three small cannon. The men of the tribe seldom concerned themselves with taking out the bundles, but occasionally the younger ones condescended to assist the women.

By such means, the factor being informed that the Indians had arrived, a trader was sent to introduce their leaders into the fort. Chairs were placed in the trading-room for the visitors, and pipes handed in. During the first part of the ceremony the leader puffed great clouds of smoke, but said nothing; but when the tobacco in the bowl became low, he grew more talkative. Fixing his eyes immovably on the ground, he informed the factor how many canoes he had brought, and what tribes he had seen; he inquired after the health of his hosts, and declared his pleasure at seeing them. When this speech was concluded the governor bade the chief and his party welcome, informing him that he had goods and plenty, that he loved the Indians, and that they might count upon his kindness to them. The pipe was then removed and the conversation became general.

During this visit the chief was newly appparelled at the company's expense, being furnished with a coarse cloth coat, red or blue lined with baize with white regimental cuffs; a waist-coat and breeches of baize. This suit was neatly ornamented with orris lace. He was likewise presented with a white or checked cotton shirt, stockings of yarn, one red and the other blue, and tied below the knee with worsted garters; his moccasins were sometimes put on over these, but he as often walked away on his bare feet. His hat was of coarse felt bedecked with three ostrich feathers of various colors. A worsted sash was fastened to the crown, a

small silk handkerchief drawn about his neck, and, thus attired, the chief strutted up and down in a state of boundless delight.

The second in command now claimed attention. He was given an unlined coat, and a shirt and cap such as was worn by sailors of the period. The guests having been thus equipped, such highly esteemed luxuries as bread and prunes were forth-coming and were set before the chief; of which confections he took care to fill his pockets before they were carried out. Following these came a two-gallon keg of brandy, pipes and tobacco for the chief and his followers.

It was now high time to think of returning to the camp, but this exit was not to be undertaken without further marks of the favor and esteem in which the chief was held by the company. His conduct from the fort was a ceremony of state. In front were born a halberd and ensign; next came a drummer beating a march, followed by several of the factory servants bearing the bread, prunes, tobacco, pipes, brandy, etc. Next came the chief with stately tread, conversing with factors, and then followed the friends and relatives of the chief.

The tent was found ready for their reception, and then followed a debauch which would last two or three days, after which the pipe of peace would be smoked. When this ceremony was over the chief would make a speech after this style:

"You told me last year to bring my Indians to trade. Here are many young men come with me. Let them trade good goods. We lived hard last winter and were hungry; powder being short measure and bad. Tell your servants to fill the measure, and not put their thumbs within the brim. We paddle a long way to see you. Give the men more than measure of tobacco. Give us good Measure of cloth."

As soon as the chief had finished speaking he and his followers proceeded to examine the guns and tobacco, the chief being admitted to the trading room.

And what of the two men who formed the H.B. Co.? Perhaps they were disappointed when they found they were not shareholders in the Company, but only paid servants, receiving £100 a year. At any rate they left the H.B. Co. and went to the North-land under the French flag. Their own countrymen had learned their mistake in turning them away; and had at last made them a fair offer. Afterwards the explorers left France and again served the H.B. Co. Radisson could not be happy unless he was exploring, and in order to have a chance to go again and again to the "Great Lone Land," he served first one country and then the other. For this reason, before his work was over, both France and England called him disloyal. But nothing can take from Radisson and Groseilliers the fame of the discovery of the Canadian North West.

#### ARITHMETIC—Grade VI.

1.  $3\frac{5}{8}$ .
2.  $5\frac{1}{8}$ .
3.  $3\frac{3}{5}$ .
4.  $1\frac{4}{5}$ .
5.  $3\frac{1}{4} + 2\frac{1}{2} + 3\frac{3}{5} + 4\frac{1}{4}$ .
6.  $3\frac{1}{3} - 5\frac{1}{4} - 2\frac{5}{6} + 8$ .
7.  $3\frac{1}{2} \div \frac{1}{2} + 2\frac{1}{3} \times \frac{1}{14} - 2\frac{1}{5} \div 3\frac{2}{3}$ .
8.  $3\frac{1}{4} \times \frac{2}{3} \times \frac{3}{5} + 1\frac{1}{2} \div \frac{1}{3} \times \frac{1}{9} - \frac{3}{4}$  of  $\frac{1}{3} \div \frac{1}{4}$ .
9.  $\frac{3}{5} \times \frac{4}{9} \times \frac{1}{2} \div 2\frac{1}{10} - \frac{3}{4} \div 1\frac{1}{2} \times \frac{1}{2} \div 4 + 2$ .
10.  $5\frac{3}{5} - 3\frac{1}{4} - 6\frac{2}{5} \div 5\frac{8}{9} \div 6$ .
11.  $1 \div 3\frac{3}{4}$ .
12.  $0 \div 5\frac{5}{6}$ .
13.  $3\frac{3}{4} \div 1$ .
14.  $3\frac{3}{4} \div 0$ .
15.  $5\frac{7}{8} \times 32\frac{39}{65} \times 65\frac{8}{9} \times 9\frac{8}{8} \times 14\frac{75}{75}$ .
16.  $5\frac{1}{4} + 3\frac{3}{9} - 8\frac{5}{9}$ .
17.  $9\frac{1}{4} + 5\frac{3}{8} - 10\frac{3}{4} - 3\frac{1}{8}$ .
18.  $4\frac{5}{8} \div 7\frac{1}{2} \div 3\frac{2}{3} \times 7\frac{1}{2} \times 9\frac{5}{8}$ .
19.  $(5\frac{1}{9} - 2\frac{1}{4}) \div (3\frac{1}{6} - 2\frac{11}{36})$ .
20.  $3\frac{5}{8} + 2\frac{1}{4} - 2\frac{5}{8} - 3\frac{3}{4} + 2\frac{3}{5}$ .
21.  $3\frac{1}{4} \div \frac{1}{2}$  of  $6\frac{1}{2} + 3\frac{1}{4} \div \frac{1}{2} \times 2\frac{1}{3}$ .

#### LETTERING IN GRADES VII. AND VIII.

Of all the various problems in the Art Course none is more universally useful than that of Lettering. Every person sooner or later is called upon to print. It may be only the name of some preserve upon the outside of a sealer, or perhaps a notice of some church entertainment, or a placard announcing potatoes for sale. Whatever it may be, there is no reason why it should not be correctly printed. It is extraordinary how very few, even well educated people, can letter an announcement correctly. People who would not dream of using capital letters in the middle of words in ordinary writing, will do so continually in printing and in script. Of all the errors in lettering, none looks worse than that of mixed type. Lettering is begun in Grade I., and if a systematic

plan were to be followed throughout the grades, there should be no difficulty in obtaining good results in Grades VII. and VIII. Unfortunately, there does not seem to be any such plan followed in the Junior Grades, judging from the difficulties that teachers in these grades appear to be experiencing.

The first problem, already mentioned, is that of mixed type. The second, the problem of correct spacing between letters and between words.

It is an excellent plan to insist that every student shall have a model page (made by himself and carefully corrected by the teacher) on his desk during every period in which lettering is done. This page should include lower case letters as well as capitals. I will discuss the lower case letters first.

All the best modern moving picture films now use the round form of lower case letters, because it has been proved to be the easiest to read from any position in the theatre. It is also to be noticed that the newest films have discarded the more difficult forms of *a* and *g* in favour of the simpler *a* and *g*. Every letter in this alphabet with the exception of the letters *i*, *j*, *k*, *l*, *v*, *w*, *x* and *z* are based on the circle and might be taught as such in the following manner:

o.o.o.o.o.o.o.i.j.k.l.o.o.o.o.o.o.o.o.o.v.w.x.o.z.

b.c.d.e.f. h.i.j.k.l.m.n.o.p.q.r.s.t.u.v.w.x.y.z.

thus demonstrating the fact that these letters can all be made from the circle. If this is done the form of the script letters will be found to be very much improved.

The capital letters ("Block" in Grade VII, and "Roman" in Grade VIII.) should also appear on the model page. A good classification is as follows:

E.F.H.I.L.T., all formed by horizontal and vertical lines only. V.W.X., all formed by oblique or slanting lines only. A.K.M.N. Y.Z., formed by combinations of horizontal, vertical and oblique lines. O.C.G.Q.S., all formed by curved lines only. B.D.P.J.R.U. formed by combinations of all the lines already mentioned.

Our "Block" capitals are based on the rectangle, and our "Roman" capitals on the square "Block." Capitals in Grade VII. might be taught on one-eighth inch cross section paper, at first  $\frac{3}{4}$ " high by  $\frac{1}{2}$ " wide, with the exception of I.M. and W. M. and W.  $\frac{3}{4}$ " wide and I.  $\frac{1}{8}$ ". The strokes forming the letters being of a uniform thickness of one-eighth of an inch, leaving one-eighth of an inch between each letter, and when words are formed, three-eighths of an inch between each word.

If a fixed rule of spacing were to be used all through the Grades no trouble in this respect would be in evidence in Grades VII. and VIII. I have found that the rule:

Space between Letters one-third of their height.

Space between Words, the full height of letters.

Space between Lines, either more or less (but never the same) as the height of the letters, is an easy and most satisfactory plan. If at first the height of the letters be kept to measurements divisible by three, much time and trouble will be saved in spacing, for example: Letters 3" high would have space between letters 1" and between words 3". Letters  $1\frac{1}{2}$ " high,  $\frac{1}{2}$ " between letters and  $1\frac{1}{2}$ " between words. Letters  $\frac{3}{4}$ " high,  $\frac{1}{4}$ " between letters and  $\frac{3}{4}$ " between words, and so on down to letters  $1/16$ " high, which is the smallest capital we use in our school here. This plan is eminently suitable for spacing problems, because the same calculation does equally well for letters of different heights.

Suppose we take as an example a heading for picture study notes in Grade VII., the page measuring 6" x 9". The title being "Sheep Autumn," we can use block capital letters three-eighths inch in height, two-eighths inch wide, because they will fit across the space at our disposal which is six inches.

We use the following plan: Rule two lines three-eighths of an inch apart, the upper line being  $1\frac{1}{2}$ " from the top of the page. The teacher places on the blackboard the words "Sheep Autumn." Under and between each letter and word she places the number of eighths they will take as follows:

S H E E P A U T U M N  
2 1 2 1 2 1 2 3 2 1 2 1 2 1 3 1 2

It will be found that the total number of eighths used is 35. The page measures six inches across—6" = 48 eighths, therefore, if we subtract 35 from 48 we get 13, half of which goes to the right and half to the left of our heading, so we know we must begin our heading 13 sixteenths in from the left hand edge of our paper and that it will end 13 sixteenths from the right hand edge. If we use  $\frac{3}{4}$ ",  $\frac{3}{8}$ ", or  $\frac{3}{16}$ " letters all we have to do is to find out how many quarters, eighths or sixteenths there are in six inches. Subtract our number from these and divide the answer by two, as shown above. It will thus be easily determined what size printing will fit into any given space, and incidentally, this makes a nice little drill on addition, subtraction and division of fractions, which is part of our Grade VII. arithmetic. Thus also we may co-relate the two subjects.

Of course if the heading is too long to fit nicely in three-eighths printing, we would use three-sixteenth lettering instead, but the calculation will remain the same, except that we subtract from sixteenths instead of from eighths. This would have to be used for the heading "RETURN TO THE FARM," which would not fit if  $\frac{3}{8}$ " lettering was used.

"Roman" capitals present of course a much greater difficulty and are not introduced until Grade VIII. In our "Block" capitals the only exceptions in width of the letters were I. W and M but in Roman capitals the letters B E F I L P S J and U are classed as narrow letters, while W and M are extra wide, the remaining letters each occupying a square, according to Trezise, who is an authority on lettering. A few easily remembered rules such as the following should be given to the Grade VIII. students, and might form an exercise on one page of their books.

### ROMAN CAPITALS

Roman capitals are based on the square.

The letters B E F I L P S J U are classed as narrow letters.

The letters W and M are extra wide.

All up-strokes are light.

All down-strokes are heavy.

All cross-strokes are light.

The greatest width of the lines forming any curved letter is always in the middle of the down-stroke.

Roman capitals are decorated with "serifs" which are either horizontal, as in H or vertical, as in S.

### SPACING

The space between letters is one third of their height.

The space between words is the full height of the letters.

The space between lines is either more less (never the same) as the height of the letters used.

In the Medicine Hat city schools we use a definite marginal arrangement from Grade VI. upwards: on pages 6"x9" these pages forming signatures which are bound at the expiration of the school year in accordance with the instructions given in the Course of Study.

We use double margin lines:

Bottom margin 1" from the edge of the paper.

Top margin  $\frac{3}{4}$ " from the top of the paper.

Side margin  $\frac{5}{8}$ " from sides of the paper.

$1/16$ " between the outer and inner margins.

Top heading lines  $1\frac{1}{2}$ " from top of paper. Lower heading line  $3/16$ " below this. Lines for script notes,  $\frac{1}{4}$ " apart and coming  $\frac{1}{2}$ " inside inner margins on each side. This arrangement makes a page well balanced and pleasing in appearance.

For Grades VIII. we will take as an example the heading for picture study notes on "BY THE RIVER," in  $3/16$ " Roman capitals. The narrow letters take  $2/16$ " and the square letters  $3/16$ " in width except the letter I which only takes  $1/16$ ".

B Y T H E R I V E R

2 1 3 3 3 1 3 1 2 3 3 1 1 1 3 1 2 1 3 = 38 sixteenths

Width of page, 6" = 96/16, therefore, 96—38 = 58, which divided by 2 gives 29 or  $1\frac{1}{2}$ " and  $13/16$ " from each side of the paper.

A uniform thickness of strokes for the up and down lines should be insisted upon, the down strokes being roughly about five times as thick as the up and cross strokes.

No mistakes should at any time be allowed to pass uncorrected. Every page should present a definite problem in space-division, and should, when finished, result in a well balanced arrangement pleasing to the eye.

Constant drill and careful supervision and correction are essential in this, as in any other problem, if the best results are to be obtained.

I. F. TERRY, Art Instructor,  
Medicine Hat City Schools.

### GRADE IX. LITERATURE

The three longer poems to be taken this year are:

The Battle of Lake Re-gillus.

Snow-Bound.

Sohrab and Rustum.

After these have been studied they may be compared as to:

Length.

Meter.

Time.

Place.

Subject Matter.

Sohrab and Rustum, Matthew Arnold: Meter—Iambic pentameter—blank verse.

Place—Western Asia, east of Caspian Sea. Locate on map.

Time—Legendary.

The poem may be divided into four parts:

1. The Challenge.

2. The conversation between the two fighters before the combat.

3. The Combat.

4. The conversation after the combat.

1. **The Challenge.** Sohrab has been in the Tartar army for some time, probably for several years. He must have entered the army at an early age. What age would you take him to be at the time of the fight? He had been a great warrior and his fame has spread throughout both nations. At all times he has one great desire—to find his father whom he has never seen. He has been unsuccessful in his quest and is now going to adopt another plan. What is his plan? He gets Peran-Wisa's consent. Does he get this at once? What does Peran-Wisa want him to do and why?



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Describe the effect of the challenge upon (a) the Tartars, (b) the Persians. Why the difference? What change takes place in the Persians' camp after Gudurz succeeds in getting Rustum to be their champion? Why this change? Where does Gudurz have to go to interview Rustum? How far do you think it would be from the Persian camp? In what mood is Rustum? What is the cause of this?

Note Rustum's manner when first interviewed, also the description of his tents, the meal, etc. What is he thinking of doing? What plan does Gudurz adopt to get Rustum to fight?

Memorize:

"Like some old miser Rustum hoards his fame,  
And shuns to peril it with younger men."

Rustum accepts the challenge but decides to fight "unknown and in plain armor." Why? What effect has this upon the course that events take? Note that throughout the poem fate is directing things and directs every movement to a certain end.

If you have read "The Little Midshipman" or "David Swan," compare the "fate interference" in each.

In the lessons mentioned fate is more kind than in this case. Note the manner in which Rustum eyes Sohrab when they are meeting.

2. **The conversation before the combat:** Who speaks first? What is the substance of his words? What two phases of his nature are shown?

A degree of tenderness and great confidence in his own prowess. He spake mildly. Note the effect of his words upon Sohrab, and contrast this with the effect of Sohrab's words upon him as shown in reflection upon Sohrab's actions in grasping his hand.

Fate is at work and Rustum mis-interprets Sohrab's motives entirely. The seeds of anger and contempt are implanted and his next words are fiery and insulting. Yet he does not make himself known.

Sohrab's reply: He is not afraid. Note his words concerning fate. A very similar view is to be found in Julius Caesar, and in similar words. It would appear that in addition to the two mortal adversaries there are two invisible ones: Love endeavoring to harmonize and make the identity of each known to the other and fate in opposition to this; and fate wins.

3. **The Combat:** Rustum begins. It is a contest between physical power and agility; lithe as the glancing snake, the latter has every advantage. Sohrab could have ended the fight in the first round, but something unseen interferes. Something within him tells him that his opponent is his father.

There is a short truce and further conversation. Sohrab is desirous that the contest cease, but he is not afraid nor doubtful of his own power to succeed. He feels that he is fighting his father. Note, "Thou sav'st thou art not Rustum. . . . but—oh, let there be peace twixt thee and me!"

The soul of Rustum responds discordantly. Their souls are not in tune. Rustum becomes enraged and his words insult.

The second stage of the contest begins and Sohrab is slain. He has been fighting against two opponents—Rustum and the voice within him that keeps prompting him that it is Rustum against whom he is fighting. It is this voice that decides the issue.

Nature regrets the unnatural contest. A cloud shrouded the participants and Puksh was grieved.

4. **The Conversation after the Combat:** Rustum again begins and his words are reproachful and insulting. Sohrab replies by telling his proud and boastful conquerer that it was not he who won the struggle.

"Rustum slays me and this filial heart." Sohrab's mention of Rustum causes the latter to reflect upon the situation with the result: And so he deemed that either Sohrab took by a false boast—the style of Rustum's son or that men gave it to him to swell his fame.

But further reflections causes Rustum's heart to soften. His thoughts go back to pre-war happy days. In the conversation that follows he learns that the wonderful boy slain by him is his own son. The poem here reaches the climax.

From now until he dies Sohrab does most of the talking. He has a very mature mind for one so young. His last dying words contain:

(1) The work of Fate, (2) "Father forbear for I but meet to-day. . . . but it was writ in heaven that this should be."—eighteen lines. "For some are born to do great deeds and live and some are born to be obscured and die."

(b) His address to Ruksh, his father's horse. Twenty-six lines. This is very touching and while the thread of fates runs all through it; there is the boyish longing for something that his heart desired and something that he can never see.

(c) The desire that his father live and reap a second glory, but not with arms. He is not to kill any more enemies—Let them all cross the Oxus back in peace. He is to take Sohrab back to their home and mourn for him.

"And thou must lay me in that lovely earth  
And heap a stately mound above my bones  
And plant a far seen pillar over all."

Note the epitaph. Memorize.

(d) The last dying words: "A life of blood indeed. . . . in his grave." Note the prophecy.

Sohrab regrets to die. How touching the words:

"Unwillingly the spirit fled away;

Regretting the warm mansion which it left—

And youth and bloom and this delightful world."

5. **Conclusion:** "Time goes on as before, men may come and men may go but I go on forever."

Note the many long and beautiful similes. After the style of the old epics. Select the two most touching of these similes.

Note the extreme seriousness of the poem, and it may be compared in this respect with "Balder Dead." Arnold was very serious-minded. Write a description of Sohrab and of Rustum giving your idea as to the age, size and character of each. Use the meter of the poem in getting the correct pronunciation of words. e.g. Errs strange/ly for / the king / for ki/ khos/roo.

To coun/sel Gud/urz and Zo/ar/r/ah came.

The poem has no historical significance and the characters are legendary. The author is not concerned with war other than being in opposition to it. His attitude towards war is shown in this poem and in "Balder Dead."

### SILENT READING—For All Grades

The educational world seems to be mightily wrought up over the subject of reading. We accept, I think, that the purpose of all teaching of reading is to procure the ability to interpret the printed page with accuracy and rapidity.

Why stress rapidity? Thorough tests have shown that the fast reader not only economizes time, but comprehends better than the slow one.

As to accuracy—Judged by its fruits, the teaching of reading has not been a success. Do we not hear, on every hand, teachers of Grade VII. and VIII. say, "If John or Bill would only read the question, he might be able to solve the problem!" John's reading study has not, then, given accuracy. In the first three or four years of school life, the child makes rapid progress in reading, but when he reaches Grades VII. and VIII, when his reading habits have become more or less fixed, he has become a poor reader—his understanding of texts is often superficial and inaccurate. Hence the teacher's wail!

What has caused this inefficiency? Authorities agree that, in the past, too much emphasis has been placed upon oral reading, so now they seek to stress Silent in Grades IV., V and VI. Gesell goes so far as to say, "There is entirely too much oral reading in the lower grades. We should substitute abundant silent reading—silent, earnest, grappling with the printed page to get some needed information. There should be discussion, questioning, exchange of ideas between teacher and pupil, but a very limited amount of oral reading." I think you will agree with me that one objection to this as it stands is our lack of time—while the mechanics of reading are being taught, the teacher must constantly test the child's mastery of these, hence the stress on oral reading in the lower grades.

But the mechanics of reading are supposed to be mastered in Grade III., so now, in Grade IV. we begin to stress the interpretation of the printed page, and oral reading yields first place to silent reading.

Poetry should be read orally, because our appreciation depends partly upon realizing auditory values in rhythm, the melody, alliteration or sound characteristics. Bliss Carman said in a recent lecture that, "Prose is the means of communication, and poetry is a means of communion. The love of poetry is not a thing that can be put in a book, or taken out of a book. We do not get the full value or the genuine appreciation until we have heard it read. Read it to others, or read it aloud and you will learn to really love poetry."

In silent reading we have three main purposes: (1) to increase the reading rate, (2) to increase the pupil's powers of comprehension and (3) to expand his vocabulary.

We find the Grade IV. and V. pupil begins to read more rapidly; he is able to pronounce at sight words which he is unable to understand. Now, increased mastery of meaning should take first place, for his power of comprehension is often lessened by his inability to determine the meaning of new words. Every sentence obscured by an unknown word is passed over lightly by the pupil in the hope that he will catch the thread of thought in the next. Soon he becomes content with a partial or hazy understanding of what he is reading, and accepts vagueness of word and sentence as a matter of course.

To overcome this, we need vocabulary drill and increased dictionary study. We must remember here that there is no magical power in the dictionary—we must relate the meaning of words to the interpretation of content. We correlate Spelling and Language in our vocabulary drills—teach the use of root words, prefixes, suffixes, synonyms, antonyms; drill on phrases.

In planning a silent reading lesson, intended to increase the pupil's powers of comprehension, care must be taken to throw the emphasis upon the larger units of thought. Details should be considered in their bearing upon these larger values, rather than as mere fragments. It will be very difficult to realize these larger



values unless the teacher fully appreciates that often the best method of procedure does not involve a consecutive consideration, paragraph by paragraph. The content problem differs from the factual problem in that its solution involves the gathering of data from the reading and its application or reorganization in terms of the problem, while the factual question is specifically answered in the reading matter in the same terms as called for by the question.

A lesson should have a definite purpose, clear to the pupils as well as the teacher, and should have incentives to relate what is read with individual experience. The practice of having the story repeated substantially as the book gives it is the least valuable kind of exercise. The final aim should be to produce critically selective readers.

No single device for teaching silent reading will lead to the establishment of all the types of reading habits with which a reader should be equipped. Here are a few devices which may be of help:

(1) The oral reproduction of a story read silently under the teacher's observation. Each pupil is called upon to relate a part or to make corrections.

(2) The written reproduction of a short story read silently.

(3) Give problems as: (a) Write the name of each person the story tells about and be ready to state what each person does.

(b) We are to learn five new words today. Pick them out as the lesson progresses.

(c) Select the most important person in the story, describe him. Why is he the most important?

(d) Is the story well named? Suggest another and more suitable title.

(e) The story is about a game. We shall play the game after you have read about it.—See Dickie, "Learning to Speak and Write," Part II., Page 40.

(f) Read these several pages of Black Beauty, and tell the things Black Beauty had to become accustomed to in order to be a well-trained horse.

(g) In Geography study, pupils may prepare a class scrap-book on Alberta, Canada, etc., from their reading outside the classroom.

(4) Use dramatization—pupils read the story, select a cast of characters, decide the number of scenes, study their parts so as to know when to talk, what to say and what to do.

(5) Wm. S. Grau gives the following exercise for Grade VII.:

The teacher was conducting a series of information lessons concerning Holland. She had secured a large number of books which contained relevant chapters. The pupils were given two reading periods in which to read as much as they could silently and to make notes in regard to the interesting points which they discovered. At the end of this period the teacher and the class made a list of the most important problems relating to Holland. Each pupil chose a problem from the list and made it the basis for further study. He read carefully but rapidly all of the references which which he could find relating to his problem. Pictures were secured, illustrative materials of various types were collected, and the facts which were secured through reading were organized in good form. After two days of intensive study of this type, each pupil reported to his classmates the results of his reading and study. Whenever necessary, references were read to the class to illustrate an important point or to give support to a judgment expressed by the pupil in regard to some phase of life in Holland."

Everyone who writes on the subject of reading emphasizes the importance of the teacher reading allowed to the class. This strengthens in them the love of story and makes them eager to satisfy this desire; it affords opportunity for the children to hear good pronunciation, good inflection and good rendering of a masterpiece, and it secures a fuller comprehension and appreciation of literature through the interpretative powers of a good reading voice.

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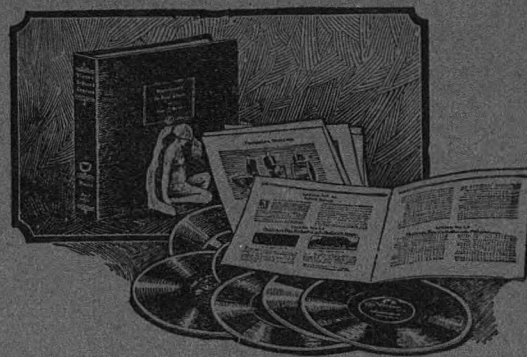
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